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ABSTRACT

Case studies of six foreign adolescents participating in a 3-week immersion English-as-a-Second-Language (ESL) program at the American Village language camp in Big Sky, Montana, are examined, including the students' motivations in learning and using English. Research focused on exploring student motivations toward learning and using English at the beginning of the camp session, changes in motivations that may or may not occur during the session, and the motivations that the students have at the end of the session, contrasted with their proficiency in English at these stages. Another aspect of the research focused on students identifying when they would feel successful in using English, as well as when they would feel most motivated to learn and use the language. Dialogue journals, observation, and interviews were used to monitor and record students' experiences. A model is provided for encouraging adolescents to invest in the second language learning process, through combining student interests with the opportunity to explore those interests in a foreign language learning context. Appended are sample questionnaires, midterm questions, and ESL student responses. Contains 20 references. (Author/LB)

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PERSONAL MOTIVES:

TAPPING INTO ADOLESCENT MOTIVATIONS IN SECOND LANGUAGE LEARNING

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B.S. Virginia Commonwealth University 1982

Submitted in partial fulfillment of the requirements for the Master of Arts in Teaching degree at the School for International Training, Brattleboro, Vermont.

December, 1992

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ABSTRACT

This paper examines the case studies of six foreign adolescents participating in a three-week immersion English as a Second Language (ESL) camp in Montana, and of their motivations in learning and using English. Research focuses on exploring student motivations toward learning and using English at the beginning of the camp session, changes in motivations that may or may not occur during the session, and the motivations that the students have at the end of the session, contrasted with the students' proficiency in English at these stages. Another aspect of the research focused on students identifying when they would feel successful in using English, as well as when they would feel most motivated to learn and use the language. Dialogue journals, observation, and interviews were used to monitor and record students' experiences. This paper also models a means for encouraging adolescents to invest in the second language learning process, through combining student interests with the opportunity to explore these interests in a foreign language learning context.

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TABLE OF CONTENTS

ABSTRACT AND ERIC DESCRIPTORS.....iii

ACKNOWLEDGEMENTS.....iv

CHAPTER ONE: INTRODUCTION.....1

CHAPTER TWO: INTRINSIC (INTERNAL) MOTIVATIONAL FACTORS....5

CHAPTER THREE: EXTRINSIC (EXTERNAL) MOTIVATIONAL FACTORS.10

CHAPTER FOUR: MOTIVATION IN NATIVE LANGUAGE ACQUISITION.....15

CHAPTER FIVE: MOTIVATION IN SECOND LANGUAGE ACQUISITION.....18

CHAPTER SIX: MEASURING MOTIVATION.....22

CHAPTER SEVEN: ADOLESCENT MOTIVATION.....28

CHAPTER EIGHT: AUTHOR'S RESEARCH: CONTEXT.....34

CHAPTER NINE: PRELIMINARY RESEARCH.....41

CHAPTER TEN: THE RESEARCH TARGET GROUP.....53

CHAPTER ELEVEN: ROY.....57

CHAPTER TWELVE: LAURA.....62

CHAPTER THIRTEEN: MARIA.....68

CHAPTER FOURTEEN: SALLY.....75

CHAPTER FIFTEEN: SARAH.....82

CHAPTER SIXTEEN: ORSON.....88

CHAPTER SEVENTEEN: RESEARCH APPLICATIONS AND IMPLICATIONS.....95

CHAPTER EIGHTEEN: CONCLUSIONS.....106

APPENDIX A: SAMPLE OF AMERICAN VILLAGE PRELIMINARY VILLAGER QUESTIONNAIRE.....110

APPENDIX B: PRELIMINARY QUESTIONNAIRE RESULTS:.....112

APPENDIX C: MIDTERM QUESTIONS FOR RESEARCH TARGET GROUP VILLAGERS.....118

APPENDIX D: SAMPLE VILLAGER PROGRESS REPORT.....120

APPENDIX E: SAMPLE OF AMERICAN VILLAGE EXIT QUESTIONNAIRE.....121

APPENDIX F: EXIT QUESTIONNAIRE RESULTS.....123

APPENDIX G: ROY.....130

APPENDIX H: LAURA.....142

APPENDIX I: MARIA.....155

APPENDIX J: SALLY.....166

APPENDIX K: SARAH.....180

APPENDIX L: ORSON.....193

BIBLIOGRAPHY.....207

CHAPTER ONE

INTRODUCTION

Exploring individual motivations for learning a second language has been of primary interest to me ever since I began teaching English in a refugee camp in Thailand seven years ago. I wondered what were the driving forces that led to a student's sustained interest in acquiring English, and I also began to look at what "success" in using English meant to the Cambodian and Laotian adolescents in my classroom.

For some of these students, success meant that they would be able to understand survival English and cultural orientation skills so that they could begin adapting to living and studying in the United States. For others this meant that they would be able to translate for parents and grandparents, and yet for some this meant the challenge of being able to communicate in English when they were non-literate in their native language.

I stayed with this question of individual motivations for learning a second language when I taught English in Japan, where the majority of my students were not preparing to resettle permanently in another country. I met students whose parents were requiring them to study English to

prepare for college entrance examinations and beyond, and other persons whose employers required them to learn English for international business reasons. Still others studied English for personal growth or advancement, for international travel, or because of their interest in Anglophone cultures.

It was interesting to examine the effect that external (also known as extrinsic) and internal (also known as intrinsic) motivational factors played into an individual's success in communicating in English. I was able to apply what I had learned thus far from both types of motivation to helping refugee unaccompanied minors from Southeast Asia and East Africa resettle with foster families in Richmond, Virginia. At the American Village language camp in Big Sky, Montana this past summer, I examined French and Japanese teenagers' motivations for coming to the U.S. and for learning English. These teenagers, or "villagers" as they were referred to in the camp, attended for three-week sessions where they sought to improve their English language skills, learn more about American customs and culture, and interact with adolescents from other countries. Their initial motivations and proficiency levels in English were compared with their progress during the three-week August 1992 session. I also examined how villagers rated their own proficiency in using English with their actual progress in the language.

Another aspect of my research focused on villagers describing when they felt successful in using English, and when they felt most motivated to learn and use the language. I tried to ascertain whether a relationship existed between these factors and a willingness to try new things or activities, and also if personal interest in an activity or the likelihood of perceived "success" in trying a new activity might affect their motivation and success.

The data from the villagers' preliminary surveys helped both the language and cultural counselors teach more to individual student's interests and motivations, and it also helped villagers identify topics for their individual projects which they presented to their peers and to members of the Big Sky community at the end of the session. For their individual projects, villagers could select a topic to explore in greater detail during their stay at American Village. Project topics were diverse. Some villagers interviewed people on their opinions of male-female relationships in the United States, other villagers learned about area law enforcement policy, and others analyzed local environmental issues and recycling efforts. By offering a medium such as an individual project in which villagers could combine their personal interest in a topic and an opportunity to use English, I hoped that each person could find the spark that ignited them to continue improving their English.

The aims of this paper are threefold: to provide the reader with a background of motivational factors and issues which influenced my research on adolescent second-language learning, to illustrate how I conducted the type of research that was carried out in Montana this past summer, and to report my findings. It is my hope that foreign language teachers will be able to apply these aims to helping current and future students find their individual "spark."

CHAPTER TWO

INTRINSIC (INTERNAL) MOTIVATIONAL FACTORS

> The foreign language learner who is either intrinsically or extrinsically meeting needs in learning the language will be positively motivated to learn (Brown 1987, 115).
>
> How an individual behaves is determined, not by what others experience, but by what he as a unique organism perceives as the situation and his relationship within it (Russell 1971, 15).

Much research on motivation has been influenced to some degree by the findings of Abraham Maslow in the 1940s and 1950s. He believed in a six-tiered hierarchy of human needs. When needs at one level were satisfied one would move to the next level to seek additional gratification. Maslow also felt a person could skip levels, and could move both up and down on this ladder of needs (Russell 1971). From a bottom to top rung order, Maslow's hierarchy of needs are:

1.) Physiological

2.) Safety

3.) Belongingness or Love

4.) Esteem

5.) Self-actualization

6.) Aesthetic (Russell 1971, 13).

Maslow's later research in 1955 found that healthy people had attained sufficient satisfaction of their needs for safety, belongingness, love, respect, and self-esteem. These "healthy" persons were thus able to pursue growth motivation, meaning that they could function at the self-actualizing level. He found that "healthy" children enjoyed learning behaviors and gaining in their ability to master their environment. Self-actualization for both children and adults involved a progressive development of potentials, a satisfaction of efforts and desires, a realization of one's intrinsic character, and a striving toward "functional wholeness" (Russell 1971). Russell felt that this satisfaction,

> Brings the desire for more gratification, and the growth-motivated person seeks to build upon his level of achievement rather than to find satisfaction at a given point and cease his strivings (Russell 1971, 14).

Growth motivation and intrinsic motivation appear to be closely entwined in learning. But, Gertrude Moskowitz (Moskowitz 1978) cautions that many learners nevertheless develop feelings of uncertainty, insecurity, and sometimes fear when learning a foreign language. It is important to stress to students that language learning is a process, and that neither students nor the teacher should expect immediate, fluent results.

One aspect of intrinsic motivation, known as integrative motivation, is defined as a desire to learn the

target language to communicate with or learn more about people in the second language culture. Graham (in Brown 1987) felt that this does not necessarily mean that the learner wishes to have direct contact, however. Graham felt that it was important to distinguish integrative from assimilative motivation. Assimilative motivation is the drive to become an indistinguishable member of a speech community, and usually requires prolonged contact with the second language culture.

Instrumental orientation (Gardner and Lambert 1972) is when learning a target language is seen as incidental to a more general goal of preparation for getting ahead in the world. Gardner and Lambert feel that some people who fall into this category have no special regard for the language, or no particular motivation or desire to do well in language study. Examples of instrumental orientation might include learners of French in West Africa, learners of English in India and Sri Lanka, or a learner who needs to be able to read technical texts in another language (Valdes 1990).

Studies by Lambert in 1972 and Spolsky in 1969 demonstrated that "integrative motivation may indeed be an important requirement for successful language learning" (Brown 1987, 16). But, studies by Kachru (in 1977) and Lukmani (in 1972) conclude that students can also be successful when reasons are instrumental (Brown 1987). Brown further states that,

> There is no single means of learning a second language: some learners in some contexts are more successful in learning a language if they are integratively oriented, and others in different contexts benefit from an instrumental orientation. . . . Second language learning is rarely motivated by attitudes that are exclusively instrumental or exclusively integrative (1987, 116).

In 1970, Nelson and Jakobovits attributed numerous instructional, individual and sociocultural factors which positively and negatively affect motivation. Self-evaluation, interference, perseverance, learning strategies, intelligence and aptitude are but some examples of factors cited by these researchers (Brown 1987). Attitudes and motivation are usually related to language achievement independent of attitude and intelligence, argue Gardner and Lambert, making it difficult to claim that achievement alone determines attitudes or motivation. They see attitudes as a more stable characteristic which influence and determine one's progress in mastering a foreign language.

"In addition to intelligence and aptitude, a desire to identify with or closely associate with members of the target culture" (Gardner and Lambert 1972, 24) was shown to promote second language acquisition. Strong's 1984 study of Spanish-speaking students learning English in a U.S. school found that a student's degree of integrative motivation increased proportionately to their proficiency in English. He reasoned that "motivation does not necessarily promote acquisition, but rather results from it" (Larsen-Freeman and Long 1991, 175).

Matched-guise studies attempt to get at underlying attitudes and mental images language learners and other populations have of other ethnolinguistic groups. If learners have an integrative or friendly outlook toward the target language group, they will be more receptive to the audiolingual features of the target language, and more perceptive to forms and variation of pronunciation and accent (Gardner and Lambert 1972). If students' attitudes are ethnocentric or unfavorable, they will most likely make no real progress, as they are not deriving any personal reinforcement in trying to assimilate the new linguistic system. The language teacher's role in this situation would be doubly challenging: to somehow break through students' awareness of their attitudes, and to help temper their attitudes toward the target culture and language.

A combination of intrinsic and extrinsic elements are helpful in a language-learning experience. An opportunity to use the language, a strong interest, determination and motivation to learn, and an integration of all four skills in teaching the target language is critical to the learner's success (Nunan 1989). Another intrinsic factor which Gardner and Lambert feel is critical in a language-learning context is the importance of anticipated reinforcements from the teacher. The teacher's role and other factors outside of the learner that may influence motivation are discussed in the following chapter on extrinsic motivational factors.

CHAPTER THREE

EXTRINSIC (EXTERNAL) MOTIVATIONAL FACTORS

> Teachers must not only accept students but help them learn about what kind of persons they are (Abraham Maslow, in Russell 1971, 13).

Gardner and Lambert's ideas on motivation were greatly influenced by Mowrer's 1950 theory of native language acquisition (Gardner and Lambert 1972). Mowrer felt that there was a strong connection between a child's success with using their native language and with their search for identity. Once children were comfortable with their identity within their family, they were then more secure in interacting and communicating with people in the larger community (Larsen-Freeman and Long 1991). Security in the language learning environment is also paramount to the student. It is important for the teacher to build a climate of trust, where it is safe for students to share their feelings, their interests and their experiences (Moskowitz 1978).

Neisser identifies six attitudes teachers can model through which we can give security to our students:

1.) You are the kind who can do it.

2.) It's all right to try.

3.) Provide plenty of opportunities for successful achievement. Don't set standards so high that children are constantly falling short.

4.) Be pleased with a reasonably good attempt. Show confidence in their ability to become competent.

5.) Accept children as they are. Like him as he is so he can like himself.

6.) Guarantee certain rights and privileges (Dinkmeyer and Dreikurs 1963, 48).

Dinkmeyer and Dreikurs reiterate the importance and positive effect of teachers valuing their students. It is critical for teachers to believe that all students have something good in them, and it is equally important for the teacher to act as if they expect a good, mutual relationship. Further, it is vital to demonstrate faith in the student, and to take time to point out what the student does well (1963).

Through establishing a warm, supportive, accepting, non-threatening climate, the goals of increasing student cohesiveness and developing stronger student-teacher rapport can be reached (Moskowitz 1978). Other extrinsic factors that a teacher could explore to maximize student motivation are group dynamics, seating arrangements and sociometrics, which examines individual members of a particular group's feelings and preferences regarding their interactions with each other (Dinkmeyer and Dreikurs 1963). Dinkmeyer and Dreikurs' early research and emphasis on the importance of teachers identifying and focusing on students' assets,

strengths and interests echoes the findings of Moskowitz's work in this area:

> In any attempt to initiate learning or development, the role of encouragement must be recognized (1963, 47).

A more recent study (1983) by Genessee, Rogers and Holbow investigated the effect that encouragement may or may not have in a second-language learning situation. The study asked English-speaking Canadian teenagers why they were learning French as a second language, and also why they thought French-Canadians wanted them to learn French. The teenagers said that they expected to receive motivational support from French-speaking Canadians, which reinforced their desire to learn French (Larsen-Freeman and Long 1991).

Dinkmeyer and Dreikurs advocate the positive role of encouragement. They found that students who were encouraged achieved significantly more than students who were learning under pressure from teachers and parents, or than students who perceived themselves as failures in the eyes of their teachers, parents and peers:

> At present, children are exposed to a sequence of discouraging experiences. Deliberate encouragement is essential to counteract them. The child misbehaves only if he is discouraged and does not believe in his ability to succeed with useful means. Encouragement implies your faith in the child. It communicates to him your belief in his strength and ability, not in his "potentiality." Unless you have faith in him <u>as he is</u>, you cannot encourage him (1963, 47).

It is also important to acknowledge the diversity of opinion regarding the use of praise and encouragement in

language learning situations. Margaret Donaldson (1979) cautions teachers that,

> If the child is told "that's good" whether he has done well or not, the informational value of the comment is destroyed. It is a subtle art to give genuine information and to encourage at the same time (1979, 123).

It is vital for the teacher to understand the potential destructive repercussions that evaluative praise may have on a student, and for the teacher instead to focus on giving appreciative praise, which is a more positive extrinsic motivational factor (Ginott 1972). Ginott felt that the key to giving effective appreciative praise was through a teacher's ability to describe without evaluating, to report and not to judge, and to leave the evaluation of students to themselves.

Ginott further stresses the need for students to be free from evaluative praise so that they can be themselves. Otherwise,

> Others become his source of approval. He relies on them to quench his craving and establish his value. They must tell him his daily worth. . . . Only praise that does not judge the child's character or evaluate his personality makes it safe for him to err without fear and to recover without anxiety (Ginott 1972, 126, 134).

It is my belief that extrinsic motivational factors such as encouragement, praise, valuing and accepting students as individuals, and providing a secure, non-threatening learning environment not only creates favorable conditions for language learning to occur, but that these

factors also mirror conditions favorable for children who are learning their first language. The relationship between motivation and a child's acquisition of his native language is explored further in Chapter Four.

CHAPTER FOUR

MOTIVATION IN NATIVE LANGUAGE ACQUISITION

> We do not just sit and wait for the world to impinge on us. We try actively to interpret it, to make sense of it. We grapple with it, we construe it intellectually, we represent it to ourselves (Donaldson 1979, 67).

Hull's 1943 research on motivation ascribed to a model of learning in animals that featured drive as a primary component (Russell 1971). He felt that behavior resulted from drive, and that it was goal-directed. In his studies, Hull found that learning happened when food or water was given to hungry or thirsty animals. The animals repeated the behavior associated with getting the reward, and the reward in turn tended to reduce the animals' goal-seeking activity. Hull concluded that primary drives in animals propel them to seek satisfaction, and that this satisfaction is drive-reducing in nature (Russell 1971).

But, the "drive model" of motivation does not explain all conditions of human learning. McNamara, in his 1972 study, felt that children learn language because they possess a well-developed capacity for understanding different situations involving direct and human interaction (in Donaldson 1979). Children initially begin to make sense of situations, especially those involving human contact, and

then apply their understanding of these situations to help them understand what is being said to them (Donaldson 1979).

Once a child discovers the power of producing desirable responses from his parents through imitation and production of sounds, he will begin using these sounds (Donaldson 1979). Parental reinforcement of sound quality promotes a tendency for the child to play with sounds, and to imitate adult utterances. This in turn serves as a foundation for acquiring more complex features of the language, as the child strives to learn his parents' code, the particular way they use the language, and as a means of expressing his own identification (Gardner and Lambert 1972).

Donaldson claims that children do not use skills specifically related to a task to learn language. She instead felt that language learning is closely related with all other learning that is going on. Sometimes meaning is highly predictable in the context in which it occurs. When what people mean is clear, argues Donaldson, what words mean can be inferred from that.

A child's ability to interpret situations can help him develop a greater knowledge of language. When his knowledge of word meaning grows, his intellectual and linguistic capacity also undergoes development and change (Donaldson 1979). When a child (or an adult) produces language, that person is in control and can speak about what they want.

Slobin and Welsh found that in spontaneous speech, intention bolsters and supports the child's complex utterance.

> When the intention has faded and the child must process the utterance as pure isolated language the task for him is of a very different kind (Donaldson 1979, 74).

The task of creating language learning situations where children can see for themselves the results of their efforts is not always possible, but it is an ideal that parents, language teachers and educators can strive for in their efforts. Verbal encouragement is also paramount if children are to succeed. Finally, Donaldson cites the importance of acknowledging the strong needs people have to express and communicate their achievement to others, and to see it confirmed and validated by them (Donaldson 1979).

Despite numerous studies that have explored motivation in native language acquisition, no clear-cut consensus among researchers has prevailed in this area. Motivation has been attributed to drive, and to a need to be understood, but perhaps at this point in language acquisition research we do not really know conclusively what motivates people to learn their first language. With this in mind, it is doubly challenging as we attempt to understand individual motivations in second language acquisition in Chapter Five.

CHAPTER FIVE

MOTIVATION IN SECOND LANGUAGE ACQUISITION

> The research that has been produced in this century has evolved the theory that a native culture is as much of an interference for second language learners as is native language (Valdes 1990, 1-2).

Attitudes toward learning a second language are probably a more important motivational factor among adults than children, because younger learners have not yet fully developed their attitudes. As McNamara succinctly stated, "a child suddenly transported from Toronto to Berlin will learn German no matter what he thinks of Germans" (in Larsen-Freeman and Long 1991, 176). McNamara's assumptions are supported by a 1980 study by Genessee and Hamayan that found no relationship between attitudes and ability for a six-year-old native-English speaker learning French (Larsen-Freeman and Long 1991).

Other factors such as self-esteem, extroversion, anxiety, risk-taking, sensitivity to rejection, empathy, inhibition, and tolerance of ambiguity are also important in second language acquisition, argue Larsen-Freeman and Long (1991). The thrust of this chapter, however, focuses on the role of attitude and empathy in this process.

In the United States, schools have not traditionally been seen as a place for learning how to satisfy primary motivations. As early as 1932, Allport stressed that student motivation should be studied as it occurs, and urged teachers to look for the current gains a behavior was bringing for the student (Russell 1971). For example, if a student always tried to be inappropriate in using the new language, the teacher might observe the student's desire to be noticed and liked by his peers. She would need to find a way to reconcile his desire for peer recognition and approval with the goal of learning the new language. At the same time, she must not reward him for previous inappropriate behavior, nor call undue attention to what she is trying to achieve.

There appears to be a rivalry of interests and motivations for U.S. students wanting to study foreign languages: between students' needing to find themselves as persons, developing skills for future employment, and preparing to get along in an achievement-oriented society. In learning the target language, the student must be willing to identify with members of another ethnolinguistic group and to take on intricate aspects of their behavior. But, studies have also shown that a strong attitudinal outlook does not necessarily equal competence in the target language (Gardner and Lambert 1972).

Schumann's 1978 research (in Valdes 1990) found that second-language learners would not go very far in learning the language unless they were propelled to also internalize the target language culture. Schumann also felt that successful language learners were able to assume the "mindset" of target language speakers, and that they were able to reconcile assuming aspects of the target language and culture that were still compatible with their own "mindsets" (Valdes 1990).

Assuming this "mindset," argues Schumann, complements the learner's original motivation for study, in that,

> Once the second language learner comes to understand the behavior of the speakers of the target language, regardless of the original motivation for study, the task of adding the language becomes far simpler, both through acceptance of the speakers of the language and through increased knowledge of what the language means, as well as what it says (1990, 2).

Helping second language learners become successful also hinges on teachers helping students achieve higher levels of self-actualization and self-esteem. Moskowitz (1978) stresses the importance of building an environment of rapport, caring and cohesiveness that surpasses what already exists in the classroom. The teacher's goal is to help students be proud of, accept, and be themselves. It is also important for the teacher to stress the importance of students trying to express themselves in the target language, and for the teacher to tolerate errors. Both the teacher and the learners need time to adapt, grasp, accept

and respond to new experiences, which should ideally combine what students feel, think and know with what they are learning in the target language (Moskowitz 1978).

Moskowitz's view is that structuring language learning programs on assumptions from humanistic education is vital in motivating learners, as well as in treating them as individuals. These assumptions are:

> 1.) A principle purpose of education is to provide learnings and an environment that facilitate the achievement of the full achievement of the full potential of students.
>
> 2.) Personal growth as well as cognitive growth is a responsibility of the school. Therefore education should deal with both dimensions of humans-the cognitive or intellectual and the affective or emotional.
>
> 3.) For learning to be significant, feelings must be recognized and put to use.
>
> 4.) Significant learning is discovered for oneself.
>
> 5.) Human beings want to actualize their potential.
>
> 6.) Having healthy relationships with other classmates is more conducive to learning.
>
> 7.) Learning more about oneself is a motivating factor in learning.
>
> 8.) Increasing one's self-esteem enhances learning (1978, 18).

These assumptions are points to consider as we examine the issues of measuring motivation and motivation among adolescents in the next two chapters.

CHAPTER SIX

MEASURING MOTIVATION

> What does it mean to say that someone is motivated? How do you create, foster and maintain motivation? (Brown 1987, 114)

Brown's key questions should be kept in mind as we explore the issue of "measuring" motivation. Brown (1987) felt that motivation was similar to self-esteem in that it could be global, situational or task-oriented. He felt that a learner needed to have some of all three types to succeed in the target language. Brown cited one example of a learner that may have high overall, or "global" motivation, but may have low task-oriented motivation to do well in writing the language. "It is easy in second language learning to claim that a learner will be successful with the proper motivation," states Brown (114), but the task is not so simple. Learning takes place when the learner wants something (motivation), notices something (perception), does something (doing), and receives something (receiving). Learning occurs when all of these factors interact (Miller and Donald, in Gardner and Lambert 1972).

Another difficulty of measuring motivation lies in the different ways teachers and students look at progress in target language proficiency. Brown (1987) felt that at

times no value, credit or grade was given for this area of linguistic competence, and that it deserved greater attention and research.

Numerous studies have lamented the difficulty of studying individual motivation in terms of variational norms that effectively apply to the population being studied. In this author's opinion, this represents a victory for the individual student, as it allows the teacher to establish frames of reference suitable for studying an individual's situation "that make observation dynamically meaningful" (Dreikurs et al. 1959, 45). Russell also found that age group norms rarely applied to measuring the motivation of individuals in a given situation, and that a more personalized approach would be better suited to understanding individual students (Russell 1971).

As a teacher observes her students, she should attempt to see their behavior from their individual perspective. She should keep in mind that she is looking for purposes, for the goals of her students' actions. She should note and record all relevant behavior, as everything that a student does has purpose. It is also important that the teacher

> Recognizes that behavior is not merely a response to outside stimulation, but a creative act of the child in trying to find a place for himself (Dinkmeyer and Dreikurs 1959, 46).

Dinkmeyer and Dreikurs also advocate the importance of looking for recurring patterns, and of being aware of the

child's phase of development. My personal opinion is that regardless of whether one is a child, an adolescent or an adult, the process of finding a place for oneself is ongoing, both in language learning situations and in one's relationships with others.

It is worth remembering Ausubel's list of needs and desires underlying human motivation and development in a language learning context (in Brown 1987). Ausubel's needs are:

1.) The need for exploration.

2.) The need for manipulation.

3.) The need for exercise (physical and mental).

4.) The need for stimulation.

5.) The need for knowledge.

6.) The need for ego-enhancement (1987, 114).

Brown cites the example of children who are motivated to read. He feels that these children are motivated because some of these needs are important to them, especially the needs for stimulation, exploration and knowledge. Conversely, "children who are not motivated to read see no way in which reading meets the needs they have." (114) As teachers and educators we must teach to the needs that our students have, while simultaneously trying to create meaningful needs in which students will be motivated to express themselves in the target language.

Measuring individual motivation will continue to be a challenge for both the teacher and the learner, due to the subjective nature of the task, the individual students themselves, and also due to how students relate to motivation in terms that are meaningful to their learning experiences. Consider the following example: on the villagers' first full day at American Village this past August, I asked them to complete the following open-ended sentence in the initial villager survey: "I feel that I am most motivated to learn/use English when I..."

One villager said he felt most motivated when "learning English is not boring and using is easy." For this particular student, the next step was to find out what types of learning situations and activities he considered to be boring, and also what constituted a learning situation where using English was easy for him. Understanding this particular student's perception of "boring" and "easy" were keys to understanding what motivated him to learn English. (Author's Note: All quotations from villagers appear unedited in this document, in order to capture the mood and essence of what these villagers were experiencing during their stay.)

The language group teachers at American Village were fortunate to have classes small enough (between five and eight villagers per class) that they could get to know their students well. Compared to many U.S. public school language

teachers who may have over 30 learners in their classes, the teachers at American Village statistically had an easier task of trying to link meeting the needs that their students had with the goal of language learning. But, as with any language learning context, the small language group teachers at American Village experienced success on some occasions and frustration on others. During their stay at American Village, many students found a connection between their needs and a desire to learn and improve their English. Only a few did not appear to do so, but perhaps because this was my personal interpretation of the situation I may have missed something else which was important. It could have been that these few villagers were motivated, but that it was difficult to notice this due to the presence of other villagers who appeared to be "more" motivated.

Also, it could have been that these villagers did not explicitly state or write that they were motivated to learn and use English at the camp. This did not automatically mean that they were not motivated. Maybe they felt that their reasons and feelings were too personal to disclose, or that their reasons were not what I wanted to hear or read. Perhaps they thought that the questions themselves were pointless, and not relevant to their needs.

It is hard to objectively and conclusively prove whether villagers made a connection between their needs and the goal of learning and improving their English.

It was my hope that all villagers would make this connection on some level, but, most importantly, in a way that was personally meaningful to them. Incorporating experiences that are meaningful to adolescents is an important key in maximizing their motivations for learning a new language. Other important issues and factors influencing adolescent motivations in language learning will be discussed in Chapter Seven.

CHAPTER SEVEN

ADOLESCENT MOTIVATION

> We learn through experience and experiencing, and no one teaches us anything. If the environment permits it, anyone can learn what he chooses to learn, and if the individual permits it, the environment will teach him everything it has to teach (Viola Spolin, Improvisation for the Theater, in Canfield and Wells 1976, 138).

The experiences and attitudes of adolescents, as well as their individual stage of development, must be taken into account when considering issues of motivation in language learning with this population group. Gardner and Lambert (1972) started by looking at students' attitudes toward life, school work, and studying a target language, and they also considered these factors separately. Other factors such as intellectual capacity, diligence in homework, aptitude, grades, and family socio-economic background were considered in an effort to determine whether a relationship existed between these variables and individual motivation in second-language learning.

In their efforts to discover what was behind individual differences in abilities and what helped these differences to develop, Gardner found that parental support and expectations were critical factors. But, if individual students had high aspirations, this could be sufficient to

overcome their language aptitude or academic potential, especially if their values centered on success, popularity and social approval. The challenge for the foreign language teacher is to be acutely aware of social motives that affect most adolescents to some degree, and of the impact that these have on their learning. Social motives for success, security, artistic and physical improvement, pleasure, trying new things and activities, altruism, and approval from peers, family and teachers all play a critical role in this process.

Adding to this challenge is a large percentage of American adolescents who are dissatisfied with high school. As early as 1967, a survey of a representative sample of U.S. teenagers by Leidy and Star found a noticeable decline in students' overall enjoyment of school. The students also expressed a need for more involvement in school affairs, and for more freedom to decide things for themselves (Russell 1971).

Similar surveys since the 1960s continue to echo similar student needs. Sizer (1985) warns of the dangers that uniformity, inflexibility and unnecessary constraints place upon students and teachers in many U.S. high schools. By doing so, argues Sizer, we

> Throw away the possibility of the gains in motivation possible when the students themselves have a chance to program some important part of their lives in school. (67)

Lightfoot (1983) stresses the need for U.S. high schools to be supportive, encouraging environments where students can receive secure and mature attention from adults. Lightfoot adds that,

> Students in good high schools feel visible and accountable. They balance the pulls of peer group association against the constraints of adult requirements. And they embrace the tensions between the utilitarian promises of schooling and the playful adventures of learning. (26)

Russell (1971) encourages teachers to kindle motivation through working with students individually, as it requires a more personalized approach from the teacher. Given the state of overcrowded classes, budget cuts, and other decreases in resources and personnel in numerous school districts in the United States, this may not always be possible, but it is an ideal that teachers, parents, educators and policy makers should strive to emulate.

It is still possible to incorporate more individualized curriculum and instruction in language learning despite the caveats mentioned above:

> It may be the selection of easier and more interesting reading, leading a child to explore his individual interest quite apart from the routine of the class, allowing a pupil to prepare and report on a topic he brings up, or suggesting enrichment topics by students who want to pursue them. We know that students tire of the usual, the routine, and that they enjoy a change. And research has shown us that feelings of success relate closely with the preferences students have for certain topics. (Inskeep and Rowland, in Russell 1971, 65).

Gardner and Lambert laud the California Psychological Inventory (CPI) as an effective tool in determining factors

of motivation and interest which will enhance individual student achievement in an environment where autonomy and independence are valued and encouraged. Individualizing one's teaching also helps the teacher to know her students, to more accurately identify her student's needs, and to teach accordingly. By gaining information about a student's intended future occupation and the degree of certainty that the student will realize it, she can also help to kindle positive attitudes and motivation within that student (Gardner and Lambert 1972).

This point relates back to an earlier discussion of intrinsic and extrinsic motivational factors in Chapters Two and Three. It is critical for the language teacher to examine intrinsic and extrinsic differences in motivation, to find out whether motivation usually originates within the learner or from others. This in turn will help teachers to better meet the particular needs of each student (Brown 1987).

Teachers also need to remember the potentially damaging effects of negative attitudes in both themselves and in their students, as these attitudes can easily result in decreased motivation, decreased input and interaction, and failure to attain proficiency in the target language (Brown 1987). "Yet the teacher needs to be aware that everyone has both positive and negative attitudes," states Brown.

> Teachers can aid in dispelling what are often myths about other cultures, and replace those myths with a realistic understanding of the other culture as one that is different from one's own, yet to be respected and valued (1987, 127).

As teachers we must challenge language learners to strive toward this goal. We must strive to create a learning environment where our students feel secure, and where they can express themselves meaningfully. Only then will students become more motivated, and as a result they will want to express their feelings and ideas more in the new language. When students want to communicate, growth becomes a shared process of both enhancing one's personal growth while developing greater proficiency in the target language (Moskowitz 1978).

Throughout my own teaching experiences, I have often wrestled with the question of whether a student can have "low" or "no" motivation. I have come to a tentative conclusion that this has been a false question. My conclusion is that everyone has the motivation and potential to learn another language, and that each student responds to a different combination of intrinsic and extrinsic factors which may motivate them to different degrees depending on the learning situation. My new question concerns how can I as a teacher address these conclusions and incorporate them into my teaching, and as a result, hopefully spark my students' sustained interest in learning English.

The chapters that follow will attempt to answer this question, but it is worth considering the following thought prior to this exploration:

> Perhaps the most important single cause of a person's success or failure educationally has to do with the question of what he believes about himself (Arthur W. Combs, in Canfield and Wells 1976, 52).

CHAPTER EIGHT

AUTHOR'S RESEARCH-CONTEXT

In the first seven chapters, we explored a myriad of potential motivational factors affecting children and adolescents' learning as they strive toward a more defined personal identity, as well as toward developing greater self-esteem and self-respect. This and the following two chapters will explain the context, rationale, and preliminary groundwork that led to the selection of the six target group members that participated in the research at American Village. I will also outline procedures and specifics for how I carried out the actual research that followed.

Research was conducted at an intensive English as a Second Language (ESL) camp for foreign teenagers in August 1992. The camp, known as American Village U.S.A., was located in Big Sky, Montana, which is approximately one hour north of Yellowstone National Park in northwestern Wyoming. American Village also operated another site this past summer in Waterville Valley, New Hampshire.

Participants were mostly French and Japanese students ages 13 to 17 who attended three-week immersion sessions in July or August. The sessions emphasized students, or

"villagers," assuming an American name and identity, developing a sense of team spirit and village cohesiveness, and improving their ability and confidence in using English in a target language setting. Villagers explored the language, culture, customs and celebrations of Americans experientially through language and culture classes, sports, arts and crafts, special evening programs, and outdoor excursions. Villagers consistently rated outdoor excursions as some of their most positive experiences at Big Sky. White-water rafting, horseback riding, visiting a rodeo, wilderness camping, mountain climbing, and overnight trips to Yellowstone were cited by many villagers as their most memorable excursions.

Thirty-seven teenagers attended the August session in Big Sky: twenty-nine French boys and girls, seven Japanese girls, and one Belgian boy. This group was considerably more diverse than in the July session, when there were fifty-seven French boys and girls, one German girl, and one Spanish boy. Between four and six villagers shared a dormitory-style suite with an American counselor, but, unfortunately due to demographic breakdowns there was not an opportunity for most French boys to experience living with teenagers from another culture.

Villagers were also grouped into families, each led by two counselors, where there was more opportunity for a mixing of cultures as well as of the sexes. Families would

sit together during certain meals, compete with other families in some of the evening programs, and occasionally go on excursions apart from the other villagers.

My position at Big Sky was that of large language group leader and facilitator. I taught a 30- to 45-minute lesson on weekday mornings to approximately 25 teenagers, where I would introduce the cultural theme for that day. The other 12 villagers were in the advanced and beginning-level classes, where they received more individualized instruction from their small group teachers during this time. After the large group lesson was over, the class was split into small language groups of five to eight people for two additional 45-minute sessions. The small group teachers, referred to as small language group "leaders" at American Village, often worked with villagers on exploring the topic in greater depth during the first session, while helping them with their individual projects during the second class. (Author's Note: "Small language group leaders" will from now on be referred to as "small language group teachers" or as "teachers" throughout this paper.)

As mentioned previously in Chapter One, villagers would explore a project topic of their own choosing, and would present their findings at a village-wide projects exhibition forum at the end of the session. The projects were as varied as the individual villagers themselves. Two villagers created a "garbage sculpture" made from litter

they collected in the vicinity, while another villager visited a local radio station as he was interested in becoming a disc jockey upon graduating from high school.

In addition to leading the large language group and helping coordinate villager projects, I supervised the team of small language group teachers. We met every weekday afternoon to assess lessons, evaluate daily and overall program goals, to share resources and provide support, and to plan for future lessons. The small language group teachers also doubled as dormitory counselors, arts and crafts leaders, and lifeguards at American Village, so it was critical to build time for lesson-planning into this supervision time. With the exception of one language teacher who had previously worked at another American Village site, the other five members on the team were new to teaching.

Prior to both the July and August sessions, I was responsible for helping to coordinate, schedule and implement program curriculum design, as we strived to tailor the program to meet the needs of each new group of villagers. Curriculum themes included Native Americans, African-Americans, Hispanic-Americans, Civil Rights, U.S. Government, Popular Culture, Sports, Music, U.S. School Life, Dating, Teen Issues, and Environmental Concerns.

One of the difficulties inherent with curriculum planning was the scheduling of outdoor excursions by small

language groups. This meant that on some days one or two language groups were out of camp on these excursions, and as a result large language groups would sometimes include the advanced and beginning-level classes. At other times there were even fewer language groups in camp due to two outdoor excursions being simultaneously scheduled.

Another difficulty was that small language group teachers were only allowed to accompany their students to Yellowstone during the August session, whereas during the July session they were able to accompany them for white-water rafting, an excursion to Bozeman (a nearby city), and the overnight camping trip to Yellowstone. This policy was meant to ensure that non-counseling and teaching staff were also able to participate on these excursions. However, all six teachers said that in many ways they felt closer to their students in the July session, and they attributed this to the additional "non-classroom time" that they had together as a class.

Small language group classroom time focused on oral comprehension, practical conversation, pairwork and practice, vocabulary usage in context, and reflection on written texts, newspaper and magazine articles. Villagers continued their exploration of the day's theme in an afternoon culture group session, where they would choose to study a related theme offered by culture group leaders.

Following culture group, villagers participated in sports, arts and crafts, and other recreational activities, and afterwards they had one hour of free time before dinner. After dinner they spent an hour with their dormitory counselor doing "Home Sweet Home," where they might hang out and talk, go to a nearby store, watch television, play volleyball or other sports. Evening programs often reinforced or expanded upon an aspect of the day's theme, and usually culminated with a campfire program before bedtime.

It was a challenge to maintain a heavily-scheduled day for 37 teenagers, despite the fact that we had 20 full-time staff during the August session. However, it was easier than the July session, when there were 59 villagers and four additional full-time staff members. Part of the reason for it feeling easier for myself was that by August I was now more familiar with the overall program, but also because I worked with another large group language leader who had previously worked at other American village sites. His experience was invaluable in preparing me to assume the village language program for the August session.

The challenge of sustaining villagers' interest and enthusiasm while maintaining a regimented schedule resulted in the idea of villagers pursuing an individual project. The rationale was that if villagers were able to choose a topic or area of interest, this would further stimulate and

motivate them to improve their English. Villagers would then present the results of their efforts at an informal "Projects Exhibition Fair," at the end of the session, where their peers and Big Sky community members could share their successes in an English-speaking context.

I felt that as a result of combining a student's personal interest in an area or topic with the goal of improvement in English, villagers were more motivated in this pursuit. By the end of the session, most villagers also felt that they had improved in one or more language skill areas such as speaking, listening comprehension, reading, writing, or their overall ability to interact and communicate in the United States.

I have tried to be as objective as possible in what is largely subjective research in this area. But, I feel strongly that subjective research is both valid and critical if a teacher is to know both one's students better and to be better able to help them learn a new language in a way that is meaningful to them. What follows in the next chapter is an explanation and description of the research that was conducted. This can serve as a model for other language teachers who wish to strengthen the links between intrinsic and extrinsic motivational factors, and an often missing link between student interest and the goal of improved language proficiency.

CHAPTER NINE

PRELIMINARY RESEARCH

> You cannot teach a man anything. You can only help him discover it within himself (Galileo, in Canfield and Wells 1976, 169).

The villagers arrived in Big Sky late one Saturday in early August. Afterwards, villagers chose their American names, received their American village "passports," had their family names and dormitory rooms assigned, and deposited their actual passports, travelers' checks and travel documents with the village bank. Then they slept.

After breakfast and an official welcome from the staff the following morning, villagers individually took an oral and comprehension proficiency based language test to determine their ability level and small language group. It was decided that the small groups would not be referred to specifically by their level of ability. Villagers were of course still aware that some groups were lower or higher in ability than others. As we began the curriculum with introductions and an exploration of Native Americans, we decided to name the groups after Native American tribes, such as Navajo, Taos, Apache, Blackfoot, Cherokee and Chippewa. A positive result from renaming the small language groups was that it reinforced further exploration

of Native American tribes, and this reinforcement also tied into future language, culture and extracurricular activities that emphasized this theme.

My actual research began with villagers completing an initial questionnaire while they were waiting for language testing. Villagers had as much time as they needed to finish the survey, but it generally took ten minutes for it to be completed. The first two questions from the survey asked respondents their reasons for coming to American Village and for studying English. The format for answers to the first question were open-ended, while the question regarding their reasons for studying English featured a choice of multiple-response choice answers, as well as a space for "other" reasons they may have had.

The second section of the questionnaire asked villagers to rate their English ability in the areas of speaking, listening comprehension, reading, writing, and overall ability to communicate and interact in the United States. They were asked to rate themselves on a scale from one to five, with one meaning "Beginning," three "Intermediate" and five "Advanced." Villagers were not allowed to rate themselves as "3 1/2," for example; they had to decide if they were closer to a three or a four. In this section villagers were also asked to identify which skill area or areas they would like to improve in the most during their stay in Big Sky.

AMERICAN VILLAGE QUESTIONNAIRE
Big Sky, Montana

AMERICAN NAME:_____

REAL NAME:_____
DATE:_____

1> Why did you come to American Village U.S.A.?

2> For what reason are you studying English?

a.) for future employment

b.) for college, university or technical school

c.) because it is required: __ by my school __by my family

d.) to meet persons from other cultures

e.) because I will be living/studying in an English-speaking country

f.) _____
_____

3> How would you describe your English ability in:

a.) SPEAKING 1 2 3 4 5
Beg. Int. Adv.

b.) LISTENING COMPREHENSION
1 2 3 4 5
Beg. Int. Adv.

c.) READING 1 2 3 4 5
Beg. Int. Adv.

d.) WRITING 1 2 3 4 5
Beg. Int. Adv.

e.) ABILITY TO COMMUNICATE/INTERACT IN THE U.S.
1 2 3 4 5
Beg. Int. Adv.

4.) In which skill area would you like to improve the most during your stay at Big Sky?
a.) SPEAKING c) READING
b.) COMPREHENSION d.) WRITING
e.) ABILITY TO COMMUNICATE/INTERACT IN THE U.S.

5.) Which of the following activities would you be most interested in doing? Choose only one activity from each line.

a.) swimming----------mountain climbing

b.) white-water rafting----------fishing

c.) nature walks----------wilderness camping

d.) bicycling----------volleyball

e.) music/singing----------drama/performing a skit

f.) visiting a rodeo---------exploring Native American culture

g.) plays/theater----------crafts

h.) baseball/softball----------American football

i.) rock-climbing----------cooking American foods

j.) dancing----------tennis

k.) learning about the environment---------learning about aspects of U.S. culture

6.) Circle as many statements that describe or apply to you.

a.) I like trying out new things and activities.

b.) If I had a choice, I would prefer to do something familiar than to try out a new thing or activity.

c.) I would try out a new thing or activity only if I felt that I could be successful at it.

d.) I would try out a new activity or thing only if I was interested in it.

COMPLETE THE REST OF THE SENTENCES IN THE SENTENCES BELOW

7.) I will really feel successful in English when I am able to
---
---.

8.) I feel that I am most motivated to learn/use English when
---
---.

The next section of the questionnaire sought villager preferences for various activities that would potentially be offered at American Village during the session. The format of this section featured a series of eleven "either/or" choices, where for example villagers were asked to identify their desire to participate in either white-water rafting or fishing. Some of the choices reflected activities that all villagers were able to participate in (such as rafting and attending a rodeo), while other activities were truly elective that the village would offer if a sufficient number of people were interested. Only activities that were possible were mentioned in the survey, rather than setting up false expectations for the villagers.

The following questionnaire section attempted to get at villagers' underlying attitudes toward learning and trying out new activities. In this section I was also looking at whether factors such as interest in an activity, perceived risk, and perceived likelihood of success may influence villagers in a learning situation. Below is a copy of this question that appeared in the questionnaire:

Circle as many statements that describe or apply to you.

a.) I like trying out new things and activities.

b.) If I had a choice, I would prefer to do something familiar than to try out a new thing or activity.

c.) I would try out a new thing or activity only if I felt that I could be successful at it.

d.) I would try out a new thing or activity only if I was interested in it.

In selecting a core group of villagers to track during the session, I paid particular attention to their responses to this question, and then tried to choose a representative target group for more detailed research. I wanted to ensure that each "answer" would be represented by at least one person in the target group, and I also wanted to ensure that the students varied in age and language ability. I chose two Japanese girls, two French boys, and two French girls based on these criteria.

The last questionnaire segment asked villagers to complete sentences indicating when they would really feel successful in English, as well as when they were most motivated to learn and use the language. Results from the questionnaires were shared with village staff. They were helpful for small language group teachers and myself in learning more about villagers' potential motivations for different learning situations. Also, the results helped staff combine villagers' personal goals and expectations with the pursuit of individualized projects. For myself, they had a powerful impact on the scope of the research, and on the direction that I would take with the research target group.

SUMMARY OF PRELIMINARY QUESTIONNAIRE RESULTS

A sizeable majority of villagers cited the goal of learning, speaking or improving English as the primary reason for coming to American Village. Other primary reasons given were: to learn about U.S. culture and customs, to have fun, and to make friends in or from a foreign country. A smaller number of villagers said that they came to vacation or spend time in the U.S., to play sports, because they were encouraged to do so by their teacher, or because of negative homestay experiences in other English-speaking countries.

Reasons for villagers studying and learning English reflected a variety of extrinsic and intrinsic motivational factors. Future employability and a desire to meet persons from other cultures were their top two responses, followed by reasons that it was required either by their school or family. Interest in living and studying abroad at a future date was also stated, as was villagers' citing the importance, usefulness and necessity of using English in communicating with others.

Findings regarding how students rated their own English ability in different skill areas are summarized and tabulated in Appendix B. One noticeable trend stemming from this area of research showed that regardless of a villager's initial language testing score and language level, there was a tendency for villagers to rate themselves as a "3" in most

skill areas. A slightly smaller number of villagers rated themselves as "2" or "4" throughout this section of the survey. With the exception of the speaking skill area, where two beginning level villagers rated themselves as "1," no other respondents assigned themselves a "Beginning" rating. On the other end of the self-rating scale, only four villagers gave themselves a "5" or "Advanced" rating (three villagers considered themselves a "5" in the reading skill area while one person did so for her ability to communicate and interact in the United States).

After villagers rated their English ability level in the five skill areas, they were asked to indicate in which skill areas they would most like to improve during their stay at the camp. Respondents were allowed to select more than one skill area for this question. Roughly two-thirds of the villagers indicated improvement in speaking as their choice, followed by a slightly smaller percentage identifying ability to communicate and interact in the U.S. Approximately one third of the students said that listening comprehension was the area in which they would most like to improve. Improvement in writing was cited by one villager, whereas reading was not identified by any respondents.

The next questionnaire section asked villagers to indicate their preference for one activity or interest over another (Complete results are detailed in Appendix B). The data gathered helped language staff identify potential

individual projects for their students, as well as to help all staff members plan activities and excursions more relevant to the villagers' expressed needs.

As mentioned in the first part of this chapter, the target research group of six villagers was chosen so that all four personality statements would be represented. Respondents were able to choose more than one statement that applied to themselves, and all villagers chose at least one statement.

Thirty villagers felt that **"I like trying out new things and activities"** accurately described themselves. Two respondents chose the following statement: **"If I had a choice, I would prefer to do something familiar than to try out a new thing or activity."** Both respondents were 16-year-old Japanese girls whose American Village names were "Sally" and "Maria." They agreed to participate in the target research group (Sally had also chosen the first statement).

One villager chose the statement: **"I would try out a new thing or activity only if I felt that I could be successful at it."** The respondent was a 17-year-old French boy named "Roy," and he also agreed to participate. Sixteen respondents, including "Roy," felt that **"I would try out a new activity or thing only if I was interested in it"** realistically described themselves.

I had originally hoped to track two Japanese girls who had chosen different statements, but it turned out that the other girls from this population group that I had asked chose not to participate in the research. I attributed this to their expressed concerns that they already had a lot of schoolwork over their summer vacation (as is the norm in Japan), and they also felt that they would not be able to "do a good job" on the research.

Three more villagers were needed to compose a target research group comprising two Japanese girls, two French girls and two French boys. In seeking one additional French boy and two French girls for this purpose, I hoped to select villagers from as many different small language groups as possible, as I wanted to see whether ability level was somehow related to a student's motivation and interest in learning a new language. I also wanted to have an age range that was representative of the village population included in the target group. Establishing these two criteria helped reduce the field of potential students to be targeted, but there still remained a sizeable number of villagers from which to choose. I returned to the last section of the students' questionnaires to narrow down the field of potential villagers.

The two questions from this section asked villagers to complete the following sentences:

7.) **"I will really feel successful in English when I am able to ..."**

8.) "I feel that I am most motivated to learn/use English when..."

Again, some villagers gave multiple responses to this open-ended question. Approximately one-third of the villagers said that they would feel successful in English when they could speak the language well without searching for vocabulary, and an equal percentage said they would feel successful when they were communicating with native English speakers or with other foreigners. Understanding what other persons were saying or asking was an indication of success to a smaller percentage of respondents, as was speaking English without difficulty. Other indications cited by individual villagers appear in Appendix B.

Responses to Question 8 were more individualized in nature. Yet almost 20 percent of the villagers felt most motivated to learn and use English when they were with English-speaking people and friends, and an equal number of persons said that they were most motivated when they were in the U.K. or the United States. Other responses included: when traveling and communicating with people abroad, when challenged to express themselves or to explain something, when they are interested in the activity, when they had fun, or when they could learn English through games or sports. Reviewing villagers' responses to these last two questions enabled me to approach a group of six potential target students. I had a hunch that after selecting the two

Japanese girls that probably half of the persons I would ask would decline to be part of the target group. This hunch proved to be correct, as three out of the six potential additional villagers voluntarily agreed to join the others. They were "Orson," fifteen and a half years old, "Laura," fourteen and a half, and "Sarah," age sixteen. As is true with "Roy," "Maria," and "Sally," these were American names that these villagers selected upon their arrival.

Chapter Ten will explain the research format that was followed for these research target group members, and the six chapters that follow chronicle the learning experiences of Roy, Laura, Maria, Sally, Sarah and Orson during their stay in Big Sky.

CHAPTER TEN

THE RESEARCH TARGET GROUP

Research began by meeting with Laura, Maria, Orson, Roy, Sally and Sarah on their third day at American Village. I explained to the group that they were selected based on their responses to the questionnaires, as well as for demographic reasons. I also explained that the thrust of the research centered on their responses to the question asking villagers to circle as many personality statements that described or applied to them.

The breakdown by personality statements was as follows:

-Laura had identified only with **a.) "I like trying out new things or activities."** Orson, Sally and Sarah also chose this statement.

-Sally and Maria had identified with **b.) "If I had a choice, I would prefer to do something familiar than to try out a new thing or activity."**

-Roy had selected **c.) "I would try out a new thing or activity only if I felt that I could be successful at it."**

-Sarah and Orson had selected **d.) "I would try out a new activity or thing only if I was interested in it."** Roy had also selected this statement.

I asked them to consider the statements they had chosen as they learned and used English in language and culture classes, as well as during new and familiar activities that they participated in at American Village.

I asked them to think about and to document their attitudes and feelings whenever they felt successful and motivated to learn and use English during their stay. The format of their documentation would be through dialogue journals, in which I asked the group to write at least once a week about their experiences. I encouraged them to write more often, but given the nature of heavily-scheduled days and the fact that at least one language group was usually out of the camp at any one time, corresponding once a week was a realistic expectation for both the villagers and myself.

I also explained to the target group that we would "check in" with each other via a recorded interview at some point in the latter half of the session, and that all villagers would complete an exit survey to re-examine questions that they had responded to in early August. Instructions for the target group's first journal writing were identical for all villagers, but afterwards I responded to what each individual student wrote. I tried to get them to explore what they had said in greater depth, and I also tried to connect their experiences with other events that were happening at American Village at the time.

One factor that affected the entire village and the research that followed was the challenge of trying to get a large French-speaking majority (thirty villagers) and a smaller Japanese-speaking minority (seven villagers) to empathize and interact with each other in pursuit of the

larger goal of learning about, understanding and accepting other cultures in an English-speaking context. This was a tremendous challenge, as there were no other sizeable nationalities which might have otherwise reinforced the need for villagers to use their common language of English with each other. As it stood, it was easy for some members of the French-speaking majority to practice different forms of exclusion, despite staff efforts to reinforce the need to communicate in English as well as to help all villagers empathize with persons from different cultural backgrounds. Results were mixed in this regard, as there tended to be significant issues of belonging and peer approval dominating the atmosphere of the camp. Examples of exclusion included some villagers speaking in French about the Japanese villagers (but not with them) at mealtimes, and a reluctance or refusal on the part of some French-speaking villagers to use English in language and culture classes as well as during evening programs. It required a great deal of maturity on the part of adolescents who tried to associate with persons from different language backgrounds to endure the teasing and harassment from their same-language peers.

These issues are critical to keep in mind as we examine case studies of these individuals in the next six chapters, and in gaining insight into these villager's experiences through their dialogue journals and oral interviews. It is specifically valuable to consider these issues when

examining the perspectives of the Japanese girls, Sally and Maria, and also the differing cross-cultural experiences of Sarah and Orson.

Author's Note: The research target group members' American names will be used throughout the remaining chapters of this paper in order to respect these villagers' desire for privacy. Student quotes from dialogue journals are reproduced verbatim to preserve a sense of each student's writing, and the author's clarifications are added in brackets only where it is essential in understanding the meaning that is being conveyed. Each target group member was given a copy of the initial villager survey that they had completed, as well as written instructions for their first dialogue journal writing assignment. The first dialogue journal writing assignment for each member was identical, and is reprinted below:

Write about why the answer you gave or chose is important to you, and how this may relate to your learning and using English.

I will write back to you and ask you other questions, or I might just make some comments.

I will not correct your English, but when you read my responses you may see that I am using correct spelling and grammar.

CHAPTER ELEVEN

ROY

This was Roy's first experience at American Village, as well as in the United States. His reasons for learning English were twofold: for future employment and to meet persons from other cultures. Roy was most interested in improving his skills in listening comprehension, as well as in his ability to communicate and interact in the U.S.

Roy was a 17-year-old high school student from France. He said that he would feel the most successful in English when he would be able to "have discussion with Americans and make me understand." Roy also felt that he was most motivated to learn and use English when "we do activities interesting while speaking English (rodeo, visiting Yellowstone, going to town, sports...)"

Roy tested well on the IPT test (IDEA Oral Language Proficiency Test, by Ballard & Tighe) and he was placed in the highest-level, or "Chippewa" class. He was familiar with the offerings of American Village through contacts with former villagers, and he planned to attend university in September 1993 to study business. Roy also expressed an interest in studying in an M.B.A. program in the United States at a later date.

Roy's self-assessment of his language abilities in the oral interview was identical to his ratings in the preliminary survey. He described himself as "Intermediate," or "3" in all skill areas except for reading, in which he rated himself a "2." In the interview, he stressed the importance of learning and using English for his life and for the future.

A prior interest in and enthusiasm for horseback riding led Roy to select the rodeo as his project topic (Roy studied the rodeo with another Chippewa classmate named Jerry, who is mentioned by Roy in the interview and in the dialogue journal). Roy felt that he had definitely improved in English during his stay thus far at American Village, and he felt that his success was progressive in all areas rather than a specific gain in any one skill. During the oral interview, Roy said that he had felt the most motivated to learn and use English during "Casino Night," when villagers played casino games for play money to bid on items that would be auctioned later that evening. He also cited group skits as another time when he was especially motivated, as well as during cultural and sports activities. The exit survey was designed to re-explore responses that villagers had initially given. Roy said that he felt the most successful with his English when he visited a local ranch to meet cowboys and learn more about the rodeo. He also said that he felt the most motivated to learn and use English

when he went to the rodeo, shopping in Bozeman (a city one hour northeast of Big Sky), and to Yellowstone National Park. He participated in activities such as white-water rafting, attending a rodeo, softball, wilderness camping and exploring Native American culture, all for the first time.

His final self-rating shows improvement in the skill areas of listening comprehension, writing, and overall ability to communicate and interact in the U.S. He had given himself a "4" in these areas. Surprisingly, Roy said that he was a "3" in reading. I am not sure if this reflected Roy's perception of actual improvement, or if he had simply forgotten what he had rated himself previously. Roy's final score on the IPT test remained almost unchanged from his initial score. Concerns regarding the validity and application of this specific test will be addressed in Chapter Seventeen, but I attributed Roy's final result to fatigue and lack of sleep as he had just returned from an overnight camping trip.

In Roy's first journal entry, he reflected on his choice of the statement: **"I would try out a new thing or activity only if I felt that I could be successful at it."** He felt that when it was 100 percent certain that he would succeed in something, he was not as interested in trying. He said that,

> [It] is important for me because I like trying new things whatever the result is but I prefer trying

> new things when I have chances to realise them. but when you're shure you'll be successful it's no interesting trying it, of course.

Roy's second journal entry reflected on the new activities that he was experiencing at American Village. He liked the new activities that he was trying, but felt that they did not affect his motivation at all:

> But I think the most important [thing] is trying new activities or visiting new countries like we do in Yellowstone or when we were going rafting. Horse riding was fun too even if the horses were like cows!! It doesn't matter.

Roy was very enthusiastic about his project on the rodeo:

> The idea of a "project" is very good because we can do ourselves something which interests us more (like ranch, horseriding and cowboys life for Jerry and me). Some contacts with the real American culture are also indispensible visiting towns, corral cafe (tippical of West America) or wildlife in Yellostone and geysers, rodeos...

Roy also offered some final advice about the significance of the project, and on other activities that he experienced at American Village. He did not choose his original statement, and instead felt that **"I liked trying out new things and activities at American Village"** more accurately described himself. Overall he felt motivated and enthusiastic to use English in and out of Big Sky, and he was especially motivated when he could be understood by native English speakers.

Roy's motivation to learn and use English extended beyond his contacts with native English speakers.

I was surprised to hear him speaking English with Orson and Vinny (another villager in the camp) while throwing and catching a softball one evening after dinner. I was surprised because these villagers really did not have to be speaking English, being off by themselves as they were, but also because they all shared the same native language. This scenario also occurred on their first full day at American Village, and the only other time I had heard villagers communicating in English thus far was when a native English speaker was directly involved in the situation.

Roy, Orson and Vinny usually spoke English together during their free time, often while other villagers, both Japanese and French, tended to speak together in their native language. Roy did not elaborate on his feelings toward using English with his French-speaking peers, but Sarah (in Chapter Fifteen) and Orson (in Chapter Sixteen) had divergent viewpoints on speaking English in these situations. For Laura, her viewpoint on this depended on the situation, and her case study is examined in Chapter Twelve.

CHAPTER TWELVE

LAURA

Laura had never been to the United States before, although she had traveled extensively through Europe with her family on several occasions. She said that she came from France to American Village "for to learn American and to met on others persons." Her primary reason for learning English was in order to meet persons from other cultures.

Laura was 14 1/2 years old and would be entering high school in the fall. She was most interested in improving her English skills in speaking, listening comprehension, and in her overall ability to communicate and interact in the U.S. She wrote that she would really feel successful in English when she was able to feel confident, and said that she was most motivated to learn and use English while she was in the United States.

Laura tested at the lowest level of the IPT test, and she was placed in the Beginning-level, or "Navajo" class. She was usually more eager, enthusiastic and extroverted outside of language class. Laura was also a member of my "family," so we had a lot of opportunities for speaking outside of language classes. She aspired to be an actress, and hoped to major in drama after she finished high school.

On the initial questionnaire, Laura rated herself as a "3" or "Intermediate" in all skill areas except for listening comprehension, where she felt that she was a "2." On the oral interview she rated herself as a "4" in listening comprehension, as well as in her overall ability to communicate and interact in the United States. Laura felt that English was important to learn for her future, partly because of its usefulness as an international language.

Laura became so intrigued with the idea of choosing an individual project that she ended up becoming one of the last persons to actually choose a topic. She was very interested in the projects that others were choosing, and had a difficult time coming to a decision. She eventually compromised and decided on two projects; one on the 1960s and another on toys. Laura said that she became interested in both of these subjects after she had come to American Village. The projects were important to Laura, but not as important as other activities and experiences she had at the camp.

During the interview, Laura said that her most successful experience with using English occurred when she was able to understand a poem that a counselor had written:

> It was, I speak with Jason. The night on the, it was very, very, it was very good. He explained me a poem that he write, and he write, and it's clear.

She also felt that her English had improved significantly since her arrival, and that she was most motivated to learn and use English when she was at Yellowstone. Laura also said that she was motivated and challenged throughout her stay at American Village:

> Yes I think during the three years [sic] I have always been challenged, were challenged, the American teacher or me, to explain me, to talk with the people who don't speak French.

Laura was more specific about her experiences in the exit questionnaire. She said that she felt the most successful in English when she was with friends that she liked. She felt that she was more motivated to learn and use the language when she was playing sports, especially softball. Fishing, white-water rafting, mountain climbing, and playing both softball and American football were all new experiences for Laura. On the exit questionnaire, Laura indicated that cooking was her least enjoyable experience. This contradicted her remarks made during the oral interview, when she mentioned cooking as one of her more successful language experiences.

When asked if she had any other comments about her English or about her experiences at American Village, Laura said:

> I was enjoyed to meet you, to meet any teacher, to, before I never do rafting, I never gone in the Yellowstone, I never seen the Montana, or this whole place now. I never talked to China, Japanese girls. It's very different, and I like it. It's a good experience for me.

On her final self-rating, Laura rated herself as a "3" in all skill areas. This shows a drop back down to her original self-assessment in the area of overall ability to communicate and interact in the U.S., but it also shows a gain in perceived improvement in listening comprehension. Laura's final score on the IPT test came up two levels. Unlike Roy, she had not gone backpacking the night before.

In Laura's first journal entry, she responded to her choice of the statement: **"I like trying out new things and activities."** Laura felt that she was learning much about trying new sports. She especially enjoyed softball and volleyball:

> I'm very happy when I discover several sorts of sports and sorts of things in the cultures of the others severals people.

In the same entry, she said that she was looking forward to going rafting for the first time, and she felt that this would be a good experience for her.

In my response to Laura's journal entry, I asked her to elaborate on her feelings and her confidence in using English as she participated in new activities. Laura replied:

> I'm very happy when I speak English in sports. I like learning English in sports because it's more easy to learn a language. I don't like the American language in school. I don't feel very well or confident when I try a new activities and I think it's normal! I come back to Yellowstone, it was a good experience for and it was a great <u>decouvert</u> [discovery]. It was my best moment in this camp.

I asked Laura to think more about her dislike for learning English in school in France, and I related a personal anecdote that was similar to her experience. I also asked her to write about any other activities that she had or would experience in the remaining week where she felt motivated to use English.

As was the case with many members of the research target group, Laura was not able to respond in great detail due to a very busy schedule that included numerous pre-departure events during the last week of the session. Her final entry said:

> Hobie, I'm very happy to write this book for you. This three weeks are very interesting for me. I have learn very much English. In fact, I prefer to come in American for one year than to learn it at school. See you soon.

On the final survey, Laura circled the statement that agreed with her original self-assessment: **"I liked trying out new things and activities at American Village."** Also, Laura was one of three target group members who signed their name at the close of their dialogue entries. She was the only one of the three that signed their real names. I am unsure whether this observation is truly significant. Roy never signed his American or his real name, as did Maria (in Chapter Thirteen) and Sarah (in Chapter Fifteen). Perhaps it relates to the level of comfort a learner has with getting involved in the target language and culture, but

also the degree to which they are secure and comfortable with their identity in their native culture.

In the next two chapters we will look at the case studies of two Japanese adolescents, Maria and Sally, and at how previous experiences in their native culture influenced their motivations for learning and improving their English at American Village.

CHAPTER THIRTEEN

MARIA

Maria had never visited the United States before. She and the other six Japanese girls initially went through a number of cultural and physical adjustments at American Village, especially in getting accustomed to the vast open spaces of Montana. This was also a factor that influenced the other teenagers, but not to the extent that it did to these seven adolescents coming from a relatively small yet densely populated country.

Maria came to the U.S. to learn English, as well as to learn more about American customs and culture. She was studying English because it was required by her school, but also because she would need it for university studies and for future employment. Maria also indicated that she was studying the language "because I want to talk many people in the world."

On the initial questionnaire, Maria was most interested to improve her English in the skill area of ability to communicate and interact in the United States. She felt that she would really feel successful in English when she was able to "talk with many people who can speak English and I can tell what I want to say," and said she was most

motivated to use and learn the language when she was challenged to explain or say something to persons who spoke English.

Maria tested at a higher Beginning level than Laura, and was placed in the "Taos" language group. Maria was sixteen years old and in her second year of high school. Her stay at Big Sky coincided with the one-month August school holiday in Japan. As the school year traditionally begins in April and ends in March in Japan, Maria and her same-language peers had a lot of homework to complete in addition to the busy schedule that was followed at American Village. Maria was unsure of her plans beyond graduation from high school. Maria was also a member of my "family," as was Laura. They did not interact very often at mealtimes and at other "family" gatherings, as there was a tendency for the French villagers at the table to speak their language despite our efforts for everyone to speak English, the one language that we all had in common.

With the exception of the skill areas of speaking and ability to communicate and interact in the U.S., Maria rated herself higher in all areas during the oral interview. In listening she had moved from a "2" to a "3," and in reading she had moved from a "3" to a "4." She rated herself as a "4" in writing, up from a "2" given in the initial questionnaire. In the interview, Maria cited the importance

of understanding many people in the world as a motivating factor in her learning English.

Maria chose the rodeo for her individual topic. She had never been interested in the rodeo before she came to American Village, but when she learned that all villagers would be attending a rodeo she was determined to learn as much as possible about one beforehand. Maria felt that she was improving her English through all activities that she was participating in at American Village. During the interview, she said that she felt the most successful when she could communicate with many people, especially in her small language group. Maria indicated that she was most motivated to use English during sports or in conversations with counselors.

Maria's final self-rating shows improvement in the areas of listening comprehension and writing since the initial survey. She rated herself as a "3" and a "4" in these skill areas. Her ratings for speaking, and for overall ability to communicate and interact in the United States, remained unchanged. Maria assessed her ability in reading as a "3," which was down one level from her oral interview but consistent with her initial self-rating.

Maria indicated on the final survey that she had improved the most in speaking, listening comprehension and in her ability to communicate and interact in the United States. She also marked a substantial list of activities

that she had tried or participated in for the first time. The activities mentioned included rafting, mountain climbing, wilderness camping, dancing, cooking American foods, performing skits, learning about environmental issues, and exploring Native American culture.

On her final survey, Maria said that she felt the most successful with her English during language group. She reported that she felt most motivated to learn and use English when she was talking with French villagers or with counselors, and said that her most enjoyable new activity tried was cooking and sleeping in a Native American tipi.

Maria's first journal entry was in response to her choosing the statement: **"I like trying out new things and activities."** She felt that this statement most accurately described her,

> Because learn different culture or custom is very good to understand their people. For example, if I want to realize American people, it is very important their culture.

I responded by asking her to consider what she was learning about American people and culture when she participated in and tried new activities, as well as to think about the English that she was learning and using in these situations. Maria's response centered on her visit to the rodeo:

> I am very interesting in Rodeo. It is the most important sports for the American. When I go to trip, I often see Cow boys. They are very proud of their job. I think rodeo looks like American character I want to know more about it. But I can't

> understand something. It is, many people say, "Rodeo is crazy." I heard a lot of its voice!! Does "crazy" mean "it's nice!"? Please tell me.

I attempted to explain what "crazy" meant, and I asked Maria to reflect on other activities and outings that she had experienced at American Village. She was very enthusiastic about horseback riding:

> I looked forward the horse back riding for a long time, so I was very happy to ride a horse. I enjoyed it very much, but I want to make the horse run so fast and I wanted to ride it long time.

Maria once mentioned that being in the United States had been a great opportunity for her to explore many new activities and possibilities. She was especially excited about how much she had learned through researching the rodeo and through her actually being able to attend one. By the end of the session, Maria was noticeably more confident with her English. She was initiating more conversations, but these were for the most part restricted to contact with village counselors and not her French-speaking peers. In her final journal entry, Maria mentioned memories of a few more experiences she had at American Village:

> I like Yellow Stone very much. It was very fun for me. I think American Waterfall is very great!! Japanese one is [diminutive]. I think every American things are large. I'll remember these experiments forevermore.

On the final questionnaire, Maria had agreed with her original personality statement by choosing: **"I liked trying out new things and activities at American Village."** Maria came up two levels on the final IPT test.

The most memorable moment I had with Maria occurred while camping at Yellowstone National Park. Her language group ("Taos"), as well as another small language group, went together on this trip, and to ensure that the division of labor was fair, villagers were randomly assigned numbers to either cook or clean up after meals. Up until this time I had not seen Maria act assertively in her relations with other villagers, but on this occasion she confronted someone who was evading his clean-up responsibilities. I do not remember her exact words, but she stopped him on the way to the van and said something like:

> You're a "one." You need to clean up with the other people who are "ones."

The boy grudgingly did as he was asked and returned to clean up with the others. I remember seeing Maria smile very widely following this encounter, and afterwards Maria was well known by both her Japanese and French peers for her assertiveness at Yellowstone. Maria later said that she had confronted the villager because she was angry at his attempt to avoid his assigned responsibilities. My personal interpretation was that her anger in this situation made her less self-conscious about her English, but also that this particular situation was very important to her and that she felt compelled to address it.

Roy found importance in learning about the rodeo and the lifestyle of American cowboys, while Laura found that being in the United States was an important motivation for

her to learn, use and improve her English. In Chapter Fourteen we will examine the language learning experiences of Sally, as she also tried to link finding something that was important to her needs with the goal of improving her English.

CHAPTER FOURTEEN

SALLY

Sally and Maria were classmates back in Japan, as were the other five Japanese girls in the August session. Sally was very excited about being in Montana. As with Maria, this was also her first visit to the United States. She was 16 years old.

Sally came to American Village to improve her English. She also said that she wanted to "make friends with many people all over the world and will be international person." Sally's reasons for studying English were geared toward future employment, as well as in order for her to meet persons from other cultures.

Speaking was the main skill area in which Sally wanted to improve, according to her questionnaire response. She indicated that she would really feel successful in English when she would be able to "talk Native American and many people who live in abroad." Sally felt the most motivated to learn and use English when "I go to abrod and communicate people in there."

Sally tested at one level higher than Maria on the IPT test, but they were placed in the same language group (Taos) in hopes of evening numbers of French and Japanese-speaking

students in small language classes. Sally and Maria were in this class with one other Japanese girl and three French boys.

During the oral interview, Sally rated herself one level higher in two language skill areas compared to responses given during the initial questionnaire. These were a "3" in reading, previously a "2," and a "3" in overall ability to communicate and interact in the U.S., which was also formerly a "2." Her self-assessment of her speaking ability went from a "3" to a "2," and she also rated herself lower in listening comprehension and writing during the interview. At this time, Sally reiterated her desire to explore and communicate with persons from different cultures as her primary reason for studying English.

Sally became interested in her project topic of wildlife native to Yellowstone National Park during her stay at Big Sky. She was amazed by the variety and numbers of wildlife living in the Greater Yellowstone Ecosystem, of which Big Sky was a part, and she was also impressed because there were no comparable areas existing in her home country.

During the interview, Sally said that she felt the most successful in English when she was able to defend and explain her viewpoints to the other students. On one occasion a French student had made a disparaging comment about religion in Japan, and she felt very proud after being

able to refute the comment and to explain her understanding of the situation in English. Sally also said that she had felt successful because she had noticed the gradual improvement in her language skills that she had made so far:

> First I came here, I thought my English isn't right, and I don't talk with person who speak English, but now I can speak other people who speak English so I'm very happy.

Sally said that she was motivated to learn and use English most of the time in and around Big Sky, because she did not have another common language to use with others. However, Sally's occasional difficulty and frustration experienced with having a large majority language group and a smaller language minority group was reflected in her final interview comment:

> More other countries' people come this camp can speaking more English can, I think.

In Sally's final language ability assessment, her ratings for listening comprehension and for her ability to communicate and interact in the U.S. were consistent with those given in the interview. Her final ratings showed a decrease in ability from a "3" to a "2" in reading, and her self-rating as a "2" in speaking remained unchanged from her assessment given during the interview. Sally's assessment of her writing ability moved back up to a "3," which was the rating she had given in the initial questionnaire.

In the final survey Sally felt that she had improved the most in the area of speaking English. Although Sally

felt that this was her area of greatest improvement, her interview and final survey self-ratings for speaking ability are lower than that of her initial self-assessment. Like with some of the other case studies that have been examined thus far, perhaps these discrepancies can be attributed to persons not remembering their previous responses, or to some unexplained differences or reasons between what people may report privately in writing and what may be reported orally with an interviewer. Another possible explanation may be that villagers' perceptions of their abilities in different skill areas varied due to how successful they were feeling using English in different situations at the time of the questionnaires and interview. Other reservations about this measurement of ability will be discussed in "Research Applications and Implications" in Chapter Seventeen.

Sally's recounting of her most successful and motivating experiences in using English at American Village were consistent with earlier responses that she had given. She had felt successful in English when "I tell about Japan for other country people and hear about Frence or America." She mentioned feeling being the most motivated when she was having a "conversation about everything."

Going to the rodeo, white-water rafting, studying drama, performing skits, and exploring Native American culture were all first-time experiences for Sally. Her most enjoyable new experience was at Yellowstone National Park.

In her journal, she wrote,

> I love sun set and moon rise. It was very beautiful. I have never seen such a large space, so I was very happy and surprised. I have never seen buffalo, elk and other birds by my eye, it was very fresh to me. I wanted to stay longer.

For her first journal entry, Sally responded to her choice of the statements **"If I had a choice, I would prefer to do something familiar than to try out a new thing or activity"** and **"I like trying out new things and activities."** She said that,

> I chose (a) and (b) because new thing is very fresh to me and I'm very exciting even if I take mistake in that thing.

In my response, I asked her to explain how she felt when she made mistakes. I wanted to find out if this discouraged her from trying, or if she was worried about making mistakes in new learning situations. Sally responded by saying that,

> When I took mistake, sometime I felt very embarres or sometime I felt sorry for other people who takes care me. We make large group, "knot". I had mistake of my question, and French people laugh. I think Japanese people care other people. I was very surprised about French people: ex. they come in my roof as one pleases. When I into other room, I ask someone who is in the room. There are many different thought between French and Japanese, it is very surprised thing but it is very good time that I learn about other country culture.

Horseback riding and the rodeo were other favorite activities that Sally mentioned both in conversations and in her journal. Her reactions to the activities that she was experiencing were very detailed in the journal, and she provided a valuable perspective of how one language minority student perceived interactions with the language majority

French students. She also gained a greater perspective on the relationship between the influence of her native culture on learning a new language, and on learning about the culture that is inherent with that new language:

> Language classes and Culture classes are important to me, because I didn't know and think about problem of the U.S.A. Now I am thinking about that, and also I am becaming think about Japan. It's very difficult to explane that how about Japan because sometime I can't find English word what I want to say, othertime I don't know how about Japan. I feel very strong that first I must think and learn about Japane then I learn cultures of other country.

Sally learned a lot about conflict between economic and environmental issues through her project research on Yellowstone area wildlife. She was interested and enthusiastic in sharing what she knew about her country's culture and customs with others, as is evidenced in her final dialogue entry about her experiences during the camp's "Earth and Environment Day" celebrations.

It was hard for Sally to leave American Village:

> This camp is very short for me. I want to stay more here, but I must go back home. Thank you for lot of things. I don't forget this summer. See you again!!

Sally agreed with the statement **"I liked trying out new things and activities at American Village"** on the final questionnaire, but did not circle another statement which she felt described her at the beginning of the session: **"When I had a choice, I preferred to do something familiar than to try out a new thing or activity at American Village."** Sally came up one level on the final IPT test.

Sally was very enthusiastic about her project on Yellowstone wildlife. She was able to explain to other villagers about the differences between elk, mule deer, white-tailed deer, moose and bison, and she was also knowledgeable about other large mammals common to the area such as black and grizzly bears. With the exception of a grizzly bear, Sally was fortunate to see all of the above-mentioned animals in the wild.

As mentioned before, Sally was also fortunate to have had the opportunity to interact with adolescents from other cultures, and her interactions at American Village influenced her thinking on her native country and culture. In a letter that I received from Sally nearly ten weeks after she returned to Japan, she wrote:

> By the way my English is better than before summer. My English teacher is very delighted at our great improvement and me too. I'll never forget the wonderful time I had at American Village. I learned so much about America and also about Japan. Now I can see Japan with new eyes. It through your assistance. Thank you!

CHAPTER FIFTEEN

SARAH

Sarah had traveled through much of Europe with her family before, but this was the first time that she had traveled alone outside of France. She was 16 years old. On the initial villager questionnaire, Sarah indicated that she had two primary reasons for coming to American village:

> I wanted to improve my English, and I am very curious about the American culture.

She was studying English for future employment purposes, to meet persons from other cultures, and "because this language is the most [important] in the world."

Sarah was primarily interested in improving her English in the area of communicating and interacting in the U.S. She indicated that she would feel successful in English when she could dream in the language, and when she could understand what Americans were saying. She felt that she was most motivated to learn and use English when she was in an English-speaking country, or in situations where she could meet persons from non-French speaking cultures.

Sarah scored slightly higher than Sally did on the initial IPT test, and was placed in the next highest-level, or "Cherokee" class. Three Japanese girls were in her

class, along with four other French students. Sarah had two more years of high school remaining, and she hoped to attend university in Paris after graduation. She was unsure of future career plans, but was considering studying in a business-related field.

Sarah's self-assessment of her language abilities during the interview were consistent with her original ratings in the areas of listening comprehension and reading. In the writing skill area, she rated herself a "4," compared with a "3" for her original assessment. Her self-ratings for both speaking and for overall ability to communicate and interact in the U.S. both moved from a "4" to a "3." During the oral interview, Sarah said that she was studying English "because that is the language that is the most spoken in the world, and that's the real reason."

Sarah's prior interest in politics and government led to her selecting the election year campaigns of George Bush and Bill Clinton for her project. She worked on her project with a French classmate, and they interviewed counselors and "people on the street" to find out the major campaign issues affecting the voting public.

Sarah felt that her English had improved since the beginning of the August session, but noted that she spoke French too often at American Village. "I can't speak English with French people," said Sarah during the interview.

> Because when we are three or four French people we never without Japanese people or German people or other people.

During the interview, Sarah said that her most successful experiences in learning and using English occurred during a small language group class debate in which students had to prioritize and distribute U.S. federal government money for domestic and foreign causes. Her most successful cultural experiences were going to the rodeo and camping at Yellowstone National Park. Sarah reported that she was the most motivated to learn and use English in a culture group discussion that focused on the migration of African-Americans from rural to urban areas in the 19th and 20th centuries. The rodeo was also mentioned as a particularly motivating experience.

Sarah's responses on the final questionnaire echoed her earlier statements from the initial survey and oral interview. She had gone both wilderness camping and to a rodeo for the first time, and she said that the camping trip as well as the trip to Yellowstone were her most enjoyable experiences. She said that she felt successful in English when "I could follow the different conversations I heard," and felt most motivated to learn and use English "during a debate and during culture groups."

In her final self-ratings, Sarah's assessment was consistent with scores reported during the oral interview, with the exception of improving from a "3" to a "4" in the

area of overall ability to communicate and interact in the United States. She indicated that her English had improved the most in the afore-mentioned area, as well as in the skill area of listening comprehension. Sarah's final score on the IPT test came up two levels from her initial results.

In her initial journal entry, Sarah responded to her choice of the statements **"I like trying out new things and activities"** and **"I would try out a new activity or thing only if I was interested in it."** Sarah said that,

> I have made this choise and now I still agree with it. I am here for two reasons: to improve my english and because I am very interesting in the other cultures and particularly in the American culture. Therefore I want to try playing new sports (like the softball-it was Tuesday) learning different things about different subjects, trying to speak with American people. As far as concerned the different interesting ways to learn English: the sports, the songs, TV, food, radio... and I want to say that I find that all the subjects (that is my mind) are very interesting.

Sarah's decision to pursue the 1992 U.S. election campaign came out of her interest in politics and government and as a result of our dialogue journal writing. Both she and her project partner, "Charlie," said that it was a positive experience to interview native-English speakers about their political concerns, and they felt that this gave them greater confidence in speaking English.

I asked Sarah to explore how and whether she was learning and using English in new activities and sports at American Village for her next journal response. Sarah said that,

> I was really happy to have tried these activites or sports. I don't use my English very often in these activites (except for shopping and Yellowstone) but now I'll have a good idea about American culture.

Sarah felt most motivated outside of her language group. She once told me that language classes reminded her of being back in school in France, and that while she was here to learn English she was also on vacation. In her journal, though, Sarah recalled her most memorable language class:

> Two days ago we made an oral debate (about 175 millions of dollars of the American budget), and I think it would be better if we do that more often. We had to defend other ideas than ours, we had to speak, to give reasons, to explain and I think that's fantastic to progress in a foreign language.

Sarah did not have anything more to say in her journal, but it is worth examining her attitudes toward speaking English with her same-language peers compared to the experiences of Orson in Chapter Sixteen. In her case, she felt that it was pointless to speak English with French-speaking villagers, as she could already easily communicate with them in her native language. During the interview, I sensed that Sarah regretted not being able to improve her English more than she perceived she had, and that she was not able to completely reconcile these feelings with her attitude toward speaking English with her French-speaking peers. Issues of belonging, peer approval, and degree of comfort with one's native and target language culture again

played critical roles in a villager's motivation to learn and use English, as they did with Laura and the other villagers whose experiences we have examined thus far.

On her exit questionnaire, Sarah had agreed with her original statement of **"I liked trying out new things and activities at American Village,"** but no longer agreed with the statement **"I tried out new things or activities at American Village only if I felt interested in them."**

CHAPTER SIXTEEN

ORSON

Orson had previously been on vacation in the United States with his family, but this was his first time traveling alone outside of France. In his initial questionnaire, Orson said that,

> I came to American Village U.S.A. for several raisons; to learn english and American life, an to spend my holidays.

He was also learning English for a number of reasons: for university studies and for future employment, because it was required by his school, and to meet persons from other cultures. He was 15 1/2 years old.

Orson wanted to improve the most in his ability to communicate and interact in the United States. He wrote that he would feel successful in English when he could communicate with people who spoke English, and that he was most motivated to learn and use the language when,

> I can communicate with others persons and when I can learn, for example, about the culture.

His initial IPT test score was slightly higher than Sarah's, and due to the large numbers of villagers who tested in this range two roughly comparable classes were formed. Orson was in the "Blackfoot" language group, along

with three French girls and two French boys. He would be entering his second year of high school in September, and at this point was unsure of his plans after graduation. Orson mentioned that traveling and using English would definitely be a part of his future occupation.

Orson's self-assessment of his English language ability at the time of the interview was consistent with his original ratings in the areas of speaking, listening and writing. In overall ability to communicate and interact in the U.S., Orson rated himself a "3," up from a "2" given on the initial survey. He also came up to a "4" from a "3" in reading ability. Orson said that he was studying English,

> Because I have to learn English in school, and to communicate with other person and to have another language for my life later...I thinking about my future, because among adults English is most popular language in the world and you have to know about English.

Orson was previously interested and concerned about A.I.D.S. as a serious world problem, and this led him to choose this as his personal project topic. He felt that through exploring this topic he would increase his own knowledge about A.I.D.S., and he would be better able to increase awareness of the disease and its impact among his peers at American Village as well as back in France.

Orson felt that his English had improved a lot since his arrival in Montana. He felt that he was speaking more easily than he had before, and also that his ability to

think in English had become more automatic. During the interview, Orson said that,

> To communicate without thinking in French, I think it's the most successful, yeah. I can't speak without think before in French, and communicate, that's all.

Orson also cited an occasion in large language group when he was able to speak about a Native American tribe without notes in front of his peers as another successful experience using English at American Village. He felt that he had been the most motivated to learn and use English during language group classes and at mealtimes.

Orson's attitude toward speaking English with other French villagers contrasted markedly from Sarah's perspective. He summed up this attitude in his final interview comments:

> I would like to begin again, yeah, I think it's fun and you learn a lot of things and a lot of experience. I think it's nice to talk with other people and with French in English. When you think about this you think it can be funny, but now you can speak with a friend, like Vinny or Roy in English and it's normal. You are in U.S.A., you have to speak English and so you speak English.

Orson's responses on the final questionnaire were consistent with previous self-ratings given for speaking, listening comprehension, and writing. He had rated himself as a "3" in these skill areas. His final rating for overall ability to communicate and interact in the U.S. was a "4," up from a "2" on the initial survey and a "3" given during the interview. His assessment for reading ability returned to his original assessment of a "3" in this area.

Orson wrote that he had improved the most in his overall ability to communicate and interact in the United States. Orson came up one level compared to his initial IPT testing score.

Orson's final questionnaire responses were similar to those given during the interview. He wrote that he had felt especially successful when he could communicate with Americans, and also when he could speak English without thinking first in French. He felt that he had been the most motivated to learn and use English when he was learning about aspects of American culture. Softball, white-water rafting, cooking American foods, visiting a rodeo, visiting Yellowstone National Park, and learning about U.S. cultural aspects were all new activities experienced by Orson at American Village. Orson said that rafting and camping in Yellowstone were his most enjoyable new experiences.

In his first journal entry, Orson responded to his choice of the statements **"I like trying out new things and activities"** and **"I would try out a new thing or activity only if I was interested in it."** Orson said that,

> I like trying out new things and activities, but if I was interested in it. I think you should try something you don't know to talk about everything, to give your thinking, to feel new sensation. But on the same time, I believe you don't have to try everything because if you don't interested in something you're going to be negative and to say bad things about what you tried. It's good to say your thinking but if at the beginning you don't wish to try something you can't give your jugment.

I asked Orson to consider his attitudes and feelings toward group games that village staff had initiated to foster greater understanding and cooperation between French and Japanese villagers, and to think about whether other persons expressing negative attitudes toward the games affected his attitudes and feelings. Orson replied:

> I don't care about what think people. I was interested in the exercices even though some people in my group didn't like these activities. I believe you have to keep your thinking and to express yourself. These activities were very fun for me because they were news.

In the same entry, Orson reflected on his experiences going rafting, to the rodeo and horseback riding. Orson wrote the following reaction to the rodeo:

> It was very fun too, but also I felt it was too long. I liked a lot the bulls and the horses. Girls were frightened because they thought that it hurt the animal, and it's true when you see the little cow catch by the cowboy you can think the cow hurt even thought you know that it's nothing. It's nice to have seen a rodeo in your life, that's something to know.

Orson's Blackfoot class went to Yellowstone during the last week of the session. As mentioned before, a busy schedule prevented some of the target group members from responding in detail about activities experienced during their final week at American Village. Orson told me that Yellowstone had been a tremendous experience, as he had never seen large numbers of animals in such a vast setting. He also said that he was very pleased with his final project on A.I.D.S., and that he felt that he was able to explain

his findings to native-English speakers at the Projects Exhibition Fair without any problems.

Orson ran out of time to respond in detail in his final journal entry:

> Sorry, if I haven't written something for you because I was so tired. I hope we meet us again. Thanks a lot Orson Herman.

I got to know Orson through many activities at American Village. He and Roy, as well as Maria, Laura, Sarah, and Sally, would usually play softball during afternoon sports time. Orson was very helpful in explaining the rules of the game to other villagers. He tried hard to include and speak English with the seven Japanese girls in all activities that he participated in during his stay in Big Sky.

During the village celebration of American winter holidays, I was Orson's "Secret Santa" as I drew his name from a list of villagers and staff. As the focus was on making or giving an inexpensive present, I gave him a T-shirt that he could tie-dye during arts and crafts time. He and I both ended up tie-dyeing shirts on the same afternoon, and during this time Orson commented on how much he had learned about himself during his experiences at American Village.

He felt that he had discovered many new activities and sports that he was interested in continuing upon his return to France. He also said that at times he was ridiculed by some of the French villagers because of his preference to

use English at camp. Orson mentioned that he was also teased because of his interest in interacting with non-French villagers (one of his closest friends in camp was a Belgian boy). To paraphrase what Orson said, he felt that these persons were wasting an invaluable opportunity to get to know Americans and other people from different cultures, and that one day they might regret that they did not take fuller advantage of the situation.

Through researching the language learning experiences of Roy, Laura, Maria, Sally, Sarah and Orson, I feel that I have greater insights on the powerful effects that individual experiences have on one's motivation to learn a new language. I am also reminded that even though it is easy to generalize characteristics about a particular population group, that there is tremendous individual variation within that population. These six villagers' insights showed me what success and motivation in learning and using English meant to them. They also chronicled a considerable curve of human emotions as they experienced both successes and setbacks in learning and improving their English. Lastly, their insights helped me to understand what it was like to be a villager at American Village, and their reflections are invaluable in ensuring that future villagers will have similar opportunities to enrich and improve themselves through cross-cultural experiences.

CHAPTER SEVENTEEN

RESEARCH APPLICATIONS AND IMPLICATIONS

RESEARCH CONCERNS

One of the most valuable lessons that I have learned as a result of conducting this research has been the importance of remaining flexible in the process itself. Prior to my arrival in Big Sky, I felt that my primary research focus would be on whether villagers' initial expressed preferences of activities indicated a relationship between people who had chosen activities perceived as involving greater risk with those who took more risks in situations learning and using English. Because I would be teaching a large language group, and not working with a smaller language group on a regular basis, I decided that this particular focus would require time that I did not have considering my supervisory responsibilities.

I decided to focus on villagers' motivations for coming to Big Sky and for learning English, and to try to create a learning environment where they could improve in the skill areas that they desired. Final survey results also showed that students' initial preferences did not automatically mean that they only participated in one activity at the exclusion of another. Instead, the research target group

members experienced and reacted to numerous activities and situations where learning and using English was involved. To echo the words of Moskowitz (1978), the process of these six villagers learning more about themselves was in itself a motivating factor in their learning.

Another lesson learned from conducting this research is that an incredible, unwavering amount of discipline and attention to detail and congruity is essential. Although I had written down the exact format and order of questions for the oral interviews, the reader can see that questions were still not asked verbatim during each interview. I also did not realize until after the villagers had gone home that I had missed asking three target group members the question concerning their reasons for coming to American Village. I had no choice but to incorporate their reasons indicated on the first questionnaire into the interview format, but this is still unfortunate as it would have been valuable to examine their reasons from the interview with those given in the initial survey.

TESTING CONCERNS

At this point I would like to address concerns I have regarding the validity and applicability of some of the testing instruments and measures used at American Village this past summer. Also, I will examine their effect on individual villager motivations to learn and improve their English.

The first issue affecting villagers' initial testing levels centers on the timing of the IPT test (IDEA Oral Language Proficiency test, by Ballard and Tighe) itself. Villagers were tested to determine their language ability beginning approximately 12 hours after their arrival. With a time difference of eight hours between Montana and France, and 16 hours between Montana and Japan, villagers were experiencing a considerable amount of jet lag, and this definitely had an effect on initial testing results.

With villagers only being in camp for three weeks, and with many days scheduled for special activities, excursions, final language testing and closing day ceremonies, there were not many remaining days for large and small language group instruction, and even fewer days where all villagers were in camp to teach cultural and grammatical points covered in this initial test. This scenario conflicted at times with the overall village aim of teaching and learning so that villagers could demonstrate their gains on the final IPT test.

One difficulty I have with this particular test concerns grouping of related vocabulary and use of similar grammatical structures. For example, at Level B in the test, the student is asked to name the days of the week in English, but the student is tested for his knowledge of the months of the year only if he reaches Level D. Inappropriate groupings of question items are found

throughout the IPT, and I witnessed the frustrations of villagers who were confused by the apparent randomness of test questions during both the initial and final testing sessions.

The IPT could also be improved through having slightly different versions that still attempt to measure similar target language areas. With only one test format, it was potentially very easy for villagers to share information after the test with persons who had not yet taken the IPT. Having different versions of basically the same test would more accurately assess a villager's language abilities, as well as address this concern.

Another concern I have with the IPT test is based upon my experiences working with Japanese students of English both in Japan and in the United States. It has been my experience that Japanese high school students <u>in general</u> may do well on an oral and comprehension based language proficiency test, especially where the format is largely in the form of a brief response a person needs to give to a short answer question.

It was also possible for a student to improve in the area of listening and overall comprehension, but the test did not measure their overall speaking fluency. In one situation in particular, a Japanese villager nearly reached mastery on the final test. Although this villager tested high enough on the initial test to be placed in the

"Chippewa," or "Advanced" small language group, she had great difficulty in both understanding and communicating with the other villagers in the class. She was subsequently moved to the next-highest class, where she experienced similar frustrations. In her case I felt that the test format favored her ability to listen and respond to native English speakers who spoke clearly and slowly in a controlled context, while it did not address her ability to understand and communicate with persons in uncontrived situations.

This calls to mind another concern regarding the IPT test. At the time of both initial and final testing, neither myself nor the other testers had decided on a means to weigh villagers' responses to more accurately reflect their ability in oral comprehension. For example, with most test items the question or item could be repeated once to the student, but we did not indicate if they had to ask for clarification or repetition beside the answer in the test answer booklet. This would have been an additional helpful tool in leveling small language group classes. Perhaps if this tool had been used, the Japanese villager mentioned above might have been placed in a more appropriate class, and she may have had a more positive language learning experience.

One villager told me on the last day of the session that he had intentionally "done bad" on the initial and

final IPT tests. He said that he did not want to be in a higher-level class, as he wanted to have more fun and be one of the better speakers in a lower-level language group.

This is certainly a valuable point to consider, as it was not this particular villager's wish to be seen as one of the more advanced English speakers in camp. Perhaps being in an advanced class would mean that both classroom and personal expectations to improve in English would be higher, while he could have more fun and not have to worry about speaking as correctly by being in a lower-level class.

Like any language test, the IPT was not perfect. The competencies that the test attempted to measure conflicted with objectives in American Village's curriculum guide at times. Nevertheless, the IPT was not the only measure of a villager's progress. As with any situation whereby one is attempting to measure a person's progress in language learning, a language proficiency test needs to be considered as one of several criteria used to measure this progress.

Small language group teachers' ongoing, mid-term and final assessments gave students individual feedback in the criteria areas of participation, willingness to try and use English, attendance and punctuality, respect toward their peers and their teacher, and project involvement. (Author's Note: A sample copy of the villager mid-term progress report is located in Appendix D.) Teacher remarks were also recorded on the back of each villager's language certificate

for completing the program. Here instructors cited at least one example of student strengths in areas of learning and using English, while identifying specific language-learning goals that the villagers needed to work on in the future.

Considering the overall goals of American Village, and the afore-mentioned concerns with the IPT test in this context, I feel that perhaps villagers' needs could be best addressed through designing a more open-ended oral comprehension and overall fluency-based test to measure their English language ability and progress. Through using a test format such as this, I feel that villagers could better see their gains in English, thereby encouraging their motivation and continued participation in learning the language. Perhaps this test could be developed in-house at American Village, or the organization could consider other testing instruments available on the market.

PROJECT CONCERNS

For most villagers, working on individual or small-group projects was a positive, enjoyable and motivating experience. Culture group leaders paired up with small language group teachers in order to provide a better working teacher-student ratio in this endeavor, to coordinate research and interviewing schedules, and in general to provide a greater variety of resources available to the villagers.

One project-related issue concerned villagers who had finished projects earlier than others. Some of these persons felt that they should not have had to attend class once their project was completed, and said that they should be free to do what they wanted to at this point. I made a point of working both with these villagers and their teachers to ensure that they found something meaningful and interesting that they could work on individually. We also had villagers who had finished earlier help those who were still working on their projects.

Another concern centered on redefining the term "individual" project. In many cases there were a number of villagers who were interested in the same project topic, and after considering library and other resources in the area it was decided that two persons could work together on a project. Persons working together on a project had to be in the same small language group, for ease of coordination and also to ensure accountability in carrying out the project. A lingering question I have from this experience is: What can the teacher do to ensure that group project partners are equally accountable?

A final issue related to individual projects was that a few villagers did not want to do a project. Several reasons were cited. To some, the project seemed too much like regular academic year school work, despite the fact that the format could be whatever the student desired. For others,

their apparent lack of interest was because they had no ideas for a topic, or that they could not think of anything that they really wanted to learn more about. Probably the most helpful means of addressing this issue was through displaying villager projects from the July session during a project information briefing presented to villagers at the beginning of the session. The villagers' initial surveys also gave staff clues about their potential interests, and we provided numerous books and magazines for villagers to peruse in hopes of their selecting a meaningful topic.

For the most part these steps were successful in helping all villagers find a project of personal interest. The idea of a projects fair originated at the beginning of the July session, and it was a successful experience for villagers in both the July and August sessions. A majority of villagers had their projects displayed on posters around the room, while some villagers sat under signs indicating their projects and would talk about their research in a question and answer format. Project posters varied in their format, and included illustrations, pictures, captions, pie charts, survey questions, answers, and percentages to represent students' findings.

The projects exhibition fair was conducted in two shifts, so that villagers would have a chance both to show and explain their findings as well as to learn about other projects from their peers. Village staff and other native-

English speakers living in the community attended, mingled, and interacted with the villagers for approximately one hour altogether. It was remarkable to see some students who had been shy speaking in front of others earlier in the session standing and speaking confidently about their topic. It was a satisfying feeling for many villagers to be able to talk about their topics with unfamiliar persons, and it was personally satisfying for me to see a majority of villagers trying to use their English to communicate with everyone in this setting.

The amount of data gathered from researching these villagers' motivations and feelings toward learning and improving their English was rich, extensive and highly individualized. As mentioned previously, I have tried to be as objective as possible with what has largely been subjective research. But I feel strongly that by conducting strictly objective research, I would not have come closer to knowing and understanding these six adolescents, or to learning about their interests, their hopes, their experiences, and their dreams for the future. I also feel that by teachers truly taking a personal interest in what students think and feel, that they will in turn feel respected, secure and motivated to learn.

> We have a mind. We have feelings. To separate the two is to deny all that we are. To integrate the two is to help us realize what we might be (George Isaac Brown, The Live Classroom, in Moskowitz 1978, 1.)

Author's Note: Appendices for the six villagers in the research target group follow the conclusion of this paper. Each villager's appendix contains: a copy of their initial villager questionnaire responses, a transcript of their oral interview, a copy of their final villager questionnaire responses, and a copy of all dialogue journal entries written by the villager during the August session. Summaries of findings from initial and final surveys completed by all villagers appear in Appendices B and F.

CHAPTER EIGHTEEN

CONCLUSIONS

Individual motivations for learning and using a second language can be as varied and complex as individuals themselves. I believe that a combination of integrative and instrumental intrinsic reasons, together with extrinsic reasons, motivates the student to learn a new language.

With adolescents, it is particularly important to examine the attitudes and social motives that each individual student possesses, and to be cognizant that everyone has both positive and negative attitudes that may influence themselves and other learners. It is also vital for teachers to remember the impact that their own positive and negative attitudes may have on their students and on the learning environment.

Another insight learned from this experience has been a confirmation of my previous beliefs on expectations and encouragement. Both the learner and the teacher need time to adapt, accept and respond to new experiences, and it is important for the teacher to stress that language learning is a gradual, incremental process that does not happen overnight. Encouragement, and an acceptance and belief in the learner as a person, shows that person that they are

respected as an individual, and that their individuality and acceptance as a person is intact and unchanging, regardless of their degree of success as a language learner.

Taking time to know and understand one's students as individuals requires a considerable effort, but it has tremendous rewards. It does take considerable energy and time, which many language teachers feel that they do not have much of by the end of the day considering the responsibilities and duties they may have outside of the classroom. But in getting to know one's students, a teacher learns more about their interests, their goals, their fears and their dreams. The question we as teachers face is: What can we do to encourage learners to invest in the learning process in addition to providing a caring environment that is secure and reassuring? We can continue trying to encourage learners through extrinsic means, while simultaneously hoping that they will discover intrinsic satisfaction and success in learning and using the language in the process.

I feel that the learning experiences of the research target group members were not only journeys of self-discovery for these six individuals, but also a journey of discovery about learning for myself. Laura, who had never liked studying English in school, realized how much English she was learning outside of a traditional classroom, and decided that she wanted to live in the United States for one

year to better learn the language. Sally, who interacted with teenagers from other cultures for the first time, became more interested in her native culture, both to increase her own understanding, and to be better able to explain her understanding and thinking to others. For Roy, he was highly motivated to explore the rodeo, as he could combine a topic of his choice with a desire to improve his English. His opportunity to successfully talk with and be understood by two cowboys was the highlight of his experiences in Big Sky.

Maria was profoundly influenced by the landscape, culture and traditions of the American West through her exploration of the rodeo. She felt that through her exploration she had come closer to understanding the elusive concept of the American character, and also in understanding more about Native Americans. Sarah's successes at American Village centered around an existing interest in politics and government, and the opportunity to combine her interest with what was in her case an instrumental motivation in learning and improving her English. And finally, the experiences of Orson, who learned that although it seemed strange at first, there was considerable value and reward in speaking English with his French-speaking peers. He also recognized the value of trying, of keeping an open attitude toward trying new experiences, and of withholding judgment until after he had experienced something.

I feel that all villagers left Big Sky with their own personal discoveries from this experience. I also feel that a little bit of Orson, Sarah, Maria, Roy, Sally and Laura exist in all language learners. Russell (1971) felt that regardless of the subject, the only truly effective means of helping students raise and achieve their aspirations was through a series of successful experiences. By allowing learners to draw on their own unique interests and experiences, and through fostering an environment where they can create meaningful experiences in learning a new language, they can see and define their own success, and can continue on their journey toward greater personal discovery and growth.

> For the potential of the oak lies vibrating within the atomic structure of the acorn, as does the flower within the bud and the Self within the man. (Master Subramuniya, Cognizability, in Canfield and Wells 1976, 105).

APPENDICES A-F

[APPENDIX A]

AMERICAN VILLAGE QUESTIONNAIRE
Big Sky, Montana
AMERICAN NAME:_____

REAL NAME:_____

DATE:_____

1> Why did you come to American Village U.S.A.?

2> For what reason are you studying English?

a.) for future employment

b.) for college, university or technical school

c.) because it is required: __ by my school __by my family

d.) to meet persons from other cultures

e.) because I will be living/studying in an English-speaking country

f.) _____
_____

3> How would you describe your English ability in:

a.) SPEAKING 1 2 3 4 5
Beg. Int. Adv.

b.) LISTENING COMPREHENSION
1 2 3 4 5
Beg. Int. Adv.

c.) READING 1 2 3 4 5
Beg. Int. Adv.

d.) WRITING 1 2 3 4 5
Beg. Int. Adv.

e.) ABILITY TO COMMUNICATE/INTERACT IN THE U.S.
1 2 3 4 5
Beg. Int. Adv.

4.) In which skill area would you like to improve the most during your stay at Big Sky?
a.) SPEAKING c) READING
b.) COMPREHENSION d.) WRITING
e.) ABILITY TO COMMUNICATE/INTERACT IN THE U.S.

5.) Which of the following activities would you be most interested in doing? Choose only one activity from each line.

a.) swimming----------mountain climbing

b.) white-water rafting----------fishing

c.) nature walks----------wilderness camping

d.) bicycling----------volleyball

e.) music/singing----------drama/performing a skit

f.) visiting a rodeo----------exploring Native American culture

g.) plays/theater----------crafts

h.) baseball/softball----------American football

i.) rock-climbing----------cooking American foods

j.) dancing----------tennis

k.) learning about the environment----------learning about aspects of U.S. culture

6.) Circle as many statements that describe or apply to you.

a.) I like trying out new things and activities.

b.) If I had a choice, I would prefer to do something familiar than to try out a new thing or activity.

c.) I would try out a new thing or activity only if I felt that I could be successful at it.

d.) I would try out a new activity or thing only if I was interested in it.

COMPLETE THE REST OF THE SENTENCES IN THE SENTENCES BELOW

7.) I will really feel successful in English when I am able to

_____
_____.

8.) I feel that I am most motivated to learn/use English when

_____
_____.

[APPENDIX B]

PRELIMINARY RESEARCH RESULTS

Throughout this section, questions from the survey appear in numerical order. Following each question is a summary of the 37 villagers' responses.

1.) Why did you come to American Village U.S.A.?

The responses given to this question were open-ended, and as a result were often multiple responses. The villagers' reasons are as follows, with the number of respondents for each reason appearing in parentheses:

-Learning/Speaking/Improving English (31)
-Learn About U.S., U.S. Culture/Customs (16)
-To Have Fun (10)
-To Make Friends in/from a Foreign Country (9)
-To Be/Spend Time/Vacation in the U.S. (6)
-Sports (2)
-Referral by Instructor (1)
-Negative Experience in U.K. Homestay (1)

2.) For what reason are you studying English?

Again, responses are multiple in most cases:

-For Future Employment (28)
-To Meet Persons from Other Cultures (25)
-For College, University or Technical School (15)
-Because I Will be Living/Studying in an English-Speaking Country (10)
-Because it is Required by My School (10)
-Because it is Required by My Family (5)

"Other" Responses:

-Necessity/Importance of English (3)

-"Because I like this language" (1)

-Communicating with Others (1)

-For Pleasure (1)

-For Travel Abroad (1)

-Interest in Becoming an Exchange Student (1)

-Universality of English Language (1)

-Usefulness (1)

3.) How would you describe your English ability in:

a.) SPEAKING **1 2 3 4 5**
Beg Int Adv

Two respondents rated themselves as "1".

Seven respondents rated themselves as "2".

Twenty-two respondents rated themselves as "3".

Six respondents rated themselves as "4".

No respondents rated themselves as "5".

b.) LISTENING COMPREHENSION

No respondents rated themselves as "1".

Five respondents rated themselves as "2".

Fifteen respondents rated themselves as "3".

Seventeen respondents rated themselves as "4".

No respondents rated themselves as "5".

c.) READING

No respondents rated themselves as "1".

Five respondents rated themselves as "2".

Twenty respondents rated themselves as "3".

Nine respondents rated themselves as "4".

Three respondents rated themselves as "5".

d.) WRITING

No respondents rated themselves as "1".

Eight respondents rated themselves as "2".

Twenty-five respondents rated themselves as "3."

Four respondents rated themselves as "4".

No respondents rated themselves as "5".

e.) OVERALL ABILITY TO COMMUNICATE/INTERACT IN THE U.S.

No respondents rated themselves as "1".

Eight respondents rated themselves as "2".

Nineteen respondents rated themselves as "3".

Nine respondents rated themselves as "4".

One respondent rated herself as "5".

4.) In which skill area would you most like to improve the most during your stay at Big Sky?

a.) SPEAKING **c.) READING**
b.) COMPREHENSION **d.) WRITING**
e.) ABILITY TO COMMUNICATE/INTERACT IN THE U.S.

Responses to this question are also multiple as some villagers identified more than one skill area for improvement.

a.) SPEAKING

Speaking was identified by 23 respondents.

b.) COMPREHENSION

Listening comprehension was identified by 11 respondents.

c.) READING

Reading was not identified by any respondents.

d.) WRITING

Writing was identified by one respondent.

e.) **OVERALL ABILITY TO COMMUNICATE/INTERACT IN THE U.S.**

This skill area was identified by 21 respondents.

5.) **Which of the following activities would you be most interested in doing? Choose only one activity from each line.**

The choices on each line are followed by the number of respondents who preferred one activity over the other. In some cases villagers did mark both responses on a line because they had no strong preferences, and in other cases neither activity was chosen.

a.)	**swimming** (23)	**mountain climbing** (17)
b.)	**white-water rafting** (35)	**fishing** (4)
c.)	**nature walks** (11)	**wilderness camping** (29)
d.)	**bicycling** (12)	**volleyball** (22)
e.)	**music/singing** (30)	**drama/performing a skit** (7)
f.)	**visiting a rodeo** (27)	**exploring Native American culture** (12)
g.)	**plays/theater** (25)	**crafts** (14)
h.)	**baseball/softball** (27)	**American football** (10)
i.)	**rock-climbing** (22)	**cooking American food** (15)
j.)	**dancing** (7)	**tennis** (23)
k.)	**learning about the environment** (8)	**learning about aspects of American culture** (30)

6.) **Circle as many statements that describe or apply to you.**

a.) **I like trying out new things and activities.**

Thirty respondents chose this statement.

b.) **If I had a choice, I would prefer to do something familiar than to try out a new thing or activity.**

Two respondents chose this statement.

c.) **I would try out a new thing or activity only if I felt that I could be successful at it.**

One respondent chose this statement.

d.) **I would try out a new activity or thing only if I was interested in it.**

Sixteen respondents chose this statement.

(QUESTIONS 7 AND 8)

COMPLETE THE REST OF THE SENTENCES IN THE SENTENCES BELOW

(Some villagers gave multiple responses to these questions.)

7.) **I will really feel successful in English when I am able to:**

-Speak well/fluently/without searching for vocabulary in English (11)

-Talk/Communicate with English speakers/persons living abroad (11)

-Understanding what others are saying/asking (7)

-Speak with another person without any problem (3)

-"Say what I want to say" (2)

-Speak with someone in the street (2)

-Be understood (1)

-Dream in English (1)

-Feel confident/successful (1)

-Have a real conversation (1)

-Laugh at an English joke (1)

-Read "The Times" (1)

-Speak English with many people (1)

-Travel alone in U.S.A. or U.K. (1)

8.) **I feel that I am most motivated to learn/use English when:**

-going to U.K. or U.S.A. (7)

-meeting with English-speaking friends/people (7)

-overseas/traveling abroad, communicating with persons overseas (5)

-challenged to explain/say/tell/express something (3)

-interested in the subject/activity (3)

-meeting persons with whom one can only speak English to communicate (3)

-"American or English people speak with me." (2)

-can learn through games/sports (2)

-"I have fun." (2)

-with strangers/sympathetic people (2)

-exploring other people's cultures (1)

-"I am not tired." (1)

-"I see improvement in my English." (1)

-not boring/easy to use (1)

-successfully communicating with others (1)

[APPENDIX C]

MIDTERM FOLLOW-UP
AMERICAN VILLAGE MONTANA
AUGUST 1992

1. What is your American name?

2. How old are you?

3. Where are you from?

4. How many years have you studied English?

5. Why did you come to American Village?

6. For what reason are you studying English?

7. On a scale from 1 to 5, with 1 meaning Beginning and 5 meaning Advanced, how would you describe your English ability in these areas?

   A. SPEAKING 1 2 3 4 5
   Beg Int Adv

   B. LISTENING COMPREHENSION 1 2 3 4 5
   Beg Int Adv

   C. READING 1 2 3 4 5
   Beg Int Adv

   D. WRITING 1 2 3 4 5
   Beg Int Adv

   E. ABILITY TO COMMUNICATE/INTERACT IN THE U.S.
   1 2 3 4 5
   Beg Int Adv

8. What are you doing for your individual project at American Village?

9. Is your topic something that you were interested in before you came to American Village, or is it something that you became interested in while you were here?

10. When have you felt the most successful in using English at American Village? During what other activities have you felt successful?

11. When have you felt the most motivated to use English at American Village? During what other activities have you felt motivated in using English?

12. Do you think that your English has improved since you came to American Village?

13. Do you have anything else to say about your English or about your experiences here?

VILLAGER PROGRESS REPORT **[APPENDIX D]**

___MID-TERM ___FINAL

AMERICAN NAME: _____
TEACHER: _____

REAL NAME: _____
DATE: _____

CRITERIA: EACH AREA IS WORTH TEN POINTS TOTAL

I. PARTICIPATION
In Listening, Speaking, Reading, Writing, American Culture Studies.

___

_____
_____
_____.

II. WILLINGNESS TO TRY/USE ENGLISH

___

_____
_____
_____.

III. ATTENDANCE/PUNCTUALITY

___

_____
_____
_____.

IV. SHOWING RESPECT

___

_____
_____
_____.

V. PROJECT INVOLVEMENT

___

_____
_____
_____.

TOTAL _____

AMERICAN VILLAGE EXIT QUESTIONNAIRE **[APPENDIX E]**
Big Sky, Montana

AMERICAN NAME:_____
DATE:_____

REAL NAME:_____

1.) How would you describe your English ability in:

a.) SPEAKING 1 2 3 4 5
Beg. Int. Adv.

b.) LISTENING COMPREHENSION
1 2 3 4 5
Beg. Int. Adv.

c.) READING 1 2 3 4 5
Beg. Int. Adv.

d.) WRITING 1 2 3 4 5
Beg. Int. Adv.

e.) ABILITY TO COMMUNICATE/INTERACT IN THE U.S.
1 2 3 4 5
Beg. Int. Adv.

2.) In which skill area do you think that you improved the most during your stay at Big Sky?

a.) SPEAKING **c.) READING**
b.) COMPREHENSION **d.) WRITING**
e.) ABILITY TO COMMUNICATE/INTERACT IN THE U.S.

3.) Please circle any of the following activities that you tried or participated in at American Village.

Also, please star (*) if you did this activity for the first time while you were at American Village.

---swimming **---mountain climbing**

---white-water rafting **---fishing**

---nature walks **---wilderness camping**

---bicycling **---volleyball**

---music/singing **---drama/performing a skit**

---visiting a rodeo **---exploring Native American culture**

(CONTINUED...)

---plays/theater

---baseball/softball

---rock-climbing

---dancing

---learning about the environment

---crafts

---American football

---cooking American foods

---tennis

---learning about aspects of U.S. culture

4.) Circle as many statements that describe or apply to your stay at American Village.

a.) I liked trying out new things and activities at American Village.

b.) When I had a choice, I prefered to do something familiar than to try out a new thing or activity at American Village.

c.) I tried out new things or activities at American Village only if I felt that I could be successful at them.

d.) I tried out new things or activities at American Village only if I felt interested in them.

COMPLETE THE REST OF THE SENTENCES IN THE SENTENCES BELOW

5.) I really felt successful in English at American Village when _____
_____.

6.) I was the most motivated to learn/use English at American Village when
_____
_____.

7.) The most enjoyable new activity that I participated in at American Village was
_____
_____.

8.) The least enjoyable new activity that I participated in at American Village
was_____
_____.

[APPENDIX F]

EXIT QUESTIONNAIRE RESULTS

Throughout this section, questions from the survey appear in numerical order. Following each question is a summary of the 37 villagers' responses.

1.) How would you describe your English ability in:

a.) SPEAKING **1 2 3 4 5**
Beg Int Adv

No respondents rated themselves as "1."

Five respondents rated themselves as "2."

Eighteen respondents rated themselves as "3."

Thirteen respondents rated themselves as "4."

One respondent rated himself as "5."

b.) LISTENING COMPREHENSION

No respondents rated themselves as "1."

Two respondents rated themselves as "2."

Sixteen respondents rated themselves as "3."

Seventeen respondents rated themselves as "4."

Two respondents rated themselves as "5."

c.) READING

No respondents rated themselves as "1."

Four respondents rated themselves as "2."

Fifteen respondents rated themselves as "3."

Sixteen respondents rated themselves as "4."

Two respondents rated themselves as "5."

d.) WRITING

No respondents rated themselves as "1."

Five respondents rated themselves as "2."

Twenty respondents rated themselves as "3."

Eleven respondents rated themselves as "4."

One respondent rated himself as "5."

e.) OVERALL ABILITY TO COMMUNICATE/INTERACT IN THE U.S.

No respondents rated themselves as "1."

One respondent rated himself as "2."

Sixteen respondents rated themselves as "3."

Eighteen respondents rated themselves as "4."

Two respondents rated themselves as "5."

2.) In which skill area do you think that you improved the most during your stay at Big Sky?

Responses to this question are also multiple as some villagers identified more than one skill area.

a.) SPEAKING

Speaking was identified by 16 respondents.

b.) COMPREHENSION

Listening comprehension was identified by 24 respondents.

c.) READING

Reading was identified by three respondents.

d.) WRITING

Writing was identified two respondents.

e.) OVERALL ABILITY TO COMMUNICATE/INTERACT IN THE U.S.

This skill area was identified by 23 respondents.

3.) Please circle any of the following activities that you tried or participated in at American Village. Also, please star (*) if you did this activity for the first time while you were at American Village.

Numbers appearing in parentheses represent the total numbers of respondents who tried or participated in a particular activity for the first time.

swimming-36

white-water rafting-37 (29)

nature walks-27 (2)

bicycling-3

music/singing-34

visiting a rodeo-37 (35)

plays/theater-3

baseball/softball-34 (12)

rock-climbing-9 (6)

dancing-23 (2)

learning about the environment-24 (4)

mountain climbing-15 (4)

fishing-2 (1)

wilderness camping-31 (11)

volleyball-34 (1)

drama/performing a skit-17 (6)

exploring Native American culture-30 (26)

crafts-26 (8)

American football-6 (3)

cooking American foods-28 (13)

tennis-24 (2)

learning about aspects of U.S. culture-32 (16)

4.) Circle as many statements that describe or apply to your stay at American Village.

a.) I liked trying out new things and activities at American Village.

Twenty-nine respondents chose this statement.

b.) When I had a choice, I preferred to do something familiar than to try out a new thing or activity at American Village.

Two respondents chose this statement.

c.) I tried out new things and activities at American Village only if I felt that I could be successful at them.

One respondent chose this statement.

d.) I tried out new things or activities at American Village only if I felt interested in them.

Fourteen villagers chose this statement.

COMPLETE THE REST OF THE SENTENCES IN THE SENTENCES BELOW

5.) I really felt successful in English at American Village when:

-speaking with counselors (7)

-could speak with persons (non-native speakers) in English (5)

-could be understood by Americans (3)

-could communicate with other people (3)

-could speak well (3)

-speaking with persons "in the street" (3)

-able to speak English without thinking in native language (2)

-could be understood by counselors (2)

-in language group (2)

-at a ranch (individual project) with cowboys (1)

-at the rodeo (1)

-could be understood by French (1)

-could communicate with friends (1)

-could follow different conversations (1)

-explaining native country/culture to others (1)

-learning about U.S. (1)

-liked both the topic and the person (1)

-never (1)

-speaking in front of many people (1)

-sports (1)

-writing poetry in English (1)

6.) **I was the most motivated to learn/use English at American Village when:**

-able to communicate/speak with others (native-English speakers) (3)

-having fun/joking with counselors (4)

-shopping in Bozeman (4)

-in culture group (3)

-in language group (3)

-talking to non-native English speakers (3)

-could see improvement in their English (2)

-playing activities/games (2)

-playing softball (2)

-playing other sports (2)

-want to say something important (2)

-with friends (2)

-close relationships with counselors (1)

-"conversation about everything" (1)

-during a debate (1)

-learning new vocabulary (1)

-meeting new people (1)

-"nothing special" (1)

-project (1)

-at the rodeo (1)

-speaking with persons who didn't speak French (1)

-want to say something important (1)

-at Yellowstone (1)

7.) **The most enjoyable new activity that I participated in at American Village was:**

-Yellowstone (13)

-softball (8)

-white-water rafting (6)

-camping (5)

-cooking American foods (4)

-rodeo (3)

-sleeping in a Native American tipi (3)

-arts and crafts (2)

-horseback riding (2)

-other sports (2)

-sleeping late (2)

-waterfalls (2)

-culture group (1)

-everything (1)

-frisbee (1)

-rock-climbing (1)

-shopping in Bozeman (1)

8.) **The least enjoyable new activity that I participated in at American Village was:**

-nothing (8)

-evening program (5)

-campfire/campfire stories (4)

-cooking American foods (4)

-cleaning own room (2)

-Pictionary (2)

-rodeo (2)

-when French spoke only French (2)

-white-water rafting (2)

-arts and crafts (1)

-cleaning up tables after meals (1)

-doing own laundry (1)

-exploring native American culture (1)

-food (1)

-horseback riding (1)

-learning about aspects of U.S. culture (1)

-not allowed to sit "free seating" style (1)

-softball (1)

-some relationships with counselors (1)

-swimming with only Japanese girls (1)

-taking tests (1)

-traveling to Yellowstone (1)

-"wake up calls" in the morning (1)

APPENDICES G-L

APPENDIX G

ROY

AMERICAN VILLAGE QUESTIONNAIRE
Big Sky, Montana

AMERICAN NAME: Roy Herman REAL NAME:

DATE: 6 2/08/92

1> Why did you come to American Village U.S.A.?

to improve my english and vist it America

2> For what reason are you studying English?

(a.) for future employment

b.) for college, university or technical school

c.) because it is required: __ by my school __by my family

(d.) to meet persons from other cultures

e.) because I will be living/studying in an English-speaking country

maybe not sure at all

f.) _____
_____

3> How would you describe your English ability in:

a.) SPEAKING 1 2 (3) 4 5
Beg. Int. Adv.

b.) LISTENING COMPREHENSION
1 2 (3) 4 5
Beg. Int. Adv.

c.) READING 1 (2) 3 4 5
Beg. Int. Adv.

d.) WRITING 1 2 (3) 4 5
Beg. Int. Adv.

e.) ABILITY TO COMMUNICATE/INTERACT IN THE U.S.
1 2 (3) 4 5
Beg. Int. Adv.

4.) In which skill area would you like to improve the most during your stay at Big Sky?

a.) SPEAKING c) READING
(b.) COMPREHENSION d.) WRITING
(e.) ABILITY TO COMMUNICATE/INTERACT IN THE U.S.

5.) Which of thefollowing activities would you be mostinterested in doing? Choose only one activity from each line.

a.) swimming----------mountain climbing

b.) white-water rafting---------fishing

c.) nature walks----------wilderness camping

d.) bicycling----------volleyball

e.) music/singing----------drama/performing a skit

f.) visiting a rodeo-------exploring Native American culture

g.) plays/theater---------crafts

h.) baseball/softball---------American football

i.) rock-climbing----------cooking American foods

j.) dancing----------tennis

k.) learning about the environment---------learning about aspects of U.S. culture

6.) Circle as many statements that describe or apply to you.

a.) I like trying out new things and activities.

b.) If I had a choice, I would prefer to do something familiar than to try out a new thing or activity.

c.) I would try out a new thing or activity only if I felt that I could be successful at it.

d.) I would try out a new activity or thing only if I was interested in it.

COMPLETE THE REST OF THE SENTENCES IN THE SENTENCES BELOW

7.) I will really feel successful in English when I am able to have discution with americans in English and make me understand.

8.) I feel that I am most motivated to learn/use English when we do activities interesting while speaking english (rodeo, visiting yellowstone, going to town sports ...).

INTERVIEW-Roy Herman
August 16, 1992

1.) T: What is your American name?

S: Roy Herman.

2.) T: And how old are you?

S: I'm seventeen.

3.) T: And where are you from?

S: I'm from France, Dijon.

4.) T: And how many years have you studied English?

S: Since six years, five, uh six years.

5.) T: And why did you come to American Village?

S: To improve my English and to see another landscape, another country, was more different than with another culture.

6.) T: Why are you studying English?

S: Because it is very important in the life now. It's required.

T: It's required by your family or your school or...

S: Not really, but everybody have to speak English, also.

7.) T: The next question is a little bit more complicated, but on a scale from 1 to 5, with one meaning beginning, three meaning in the middle or intermediate, or five meaning advanced, how would you describe your English speaking- 1, 2, 3, 4, or 5?

S: Maybe three.

T: A what?

S: Three.

T: A three?

S: Yes.

T: And how about listening comprehension?

S: Same I think.

T: A three?

S: A three.

T: O.K.

T: And how about reading?

S: Not very good. Maybe...

T: A two?

S: Yeah, o.k.

T: And how about writing?

S: Writing, three I think.

T: Three?

S: O.K.

T: And how about your ability to communicate in the United States?

S: Three or four.

T: Which one do you think-three or four?

S: Maybe three.

8.) T: And Roy, what are you doing for your individual project at American Village?

S: I'm going to study some stuff about ranch, ranches and cowboys.

9.) T: And is your topic something that you were interested in before you came to American Village, or is your topic something you became interested in while you were here?

S: No, I was before. I like riding-horse riding-and it's a little bit why I choose this.

10.) T: And when do you think you have felt the most successful with your English at American Village?

S: Maybe in, in communication, I think.

T: Was there any special day when you felt very successful, or any special activity?

S: No, it's progressive. At the beginning I wasn't understanding very well, and I feel better now.

T: So there was no special activity where you felt successful-you felt like it was progressive?

S: No, not special. I think culture group are interesting, and um, but also activities like sports even, is good.

11.) T: And when do you think you have felt the most motivated to use English at American Village?

S: It was in the evening program, yes, when we play games, other things.

T: So playing games. Any special games that you remember that you felt very motivated about?

S: Yeah when you have money.

T: So the casino?

S: Yeah, and casino, and during the skits-that was good.

T: Can you think about other activities where you felt motivated to use English, for example Yellowstone or rafting...

S: Yeah.

T: or horseback riding...

S: Yes, horseback riding.

12.) T: And do you think your English has improved since you came to American Village?

S: Yeah, sure.

13.) T: Any other comments about your English or your experiences here?

S: Um-no.

AMERICAN VILLAGE EXIT QUESTIONNAIRE
Big Sky, Montana

[136]

AMERICAN NAME: Roy Herrera DATE: 2010814-2

REAL NAME:_

1.) How would you describe your English ablity in:

a.) SPEAKING 1 2 (3) 4 5
Beg. Int. Adv.

b.) LISTENING COMPREHENSION
1 2 3 (4) 5
Beg. Int. Adv.

c.) READING 1 2 (3) 4 5
Beg. Int. Adv.

d.) WRITING 1 2 3 (4) 5
Beg. Int. Adv.

e.) ABILITY TO COMMUNICATE/INTERACT IN THE U.S.
1 2 3 (4) 5
Beg. Int. Adv.

2.) In which skill area do you think that you improved the most during your stay at Big Sky?

a.) SPEAKING c.) READING
(b.) COMPREHENSION d.) WRITING
e.) ABILITY TO COMMUNICATE/INTERACT IN THE U.S.

3.) Please circle any of the following activities that you tried or participated in at American Village.

Also, please star (*) if you did this activity for the first time while you were at American Village.

---(swimming)
---(white-water rafting)*
---(nature walks)
---bicycling
---(music/singing)
---(visiting a rodeo)*
---mountain climbing
---fishing
---(wilderness camping)
---volleyball
---(drama/performing a skit)
---(exploring Native American culture)*

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(CONTINUED...)

---plays/theater

--baseball/softball

---rock-climbing

--dancing

---learning about the environment

---crafts

---American football

---cooking American foods

--tennis

---learning about aspects of U.S. culture

4.) Circle as many statements that describe or apply to your stay at American Village.

a.) I liked trying out new things and activities at American Village.

b.) When I had a choice, I prefered to do something familiar than to try out a new thing or activity at American Village.

c.) I tried out new things or activities at American Village only if I felt that I could be successful at them.

d.) I tried out new things or activities at American Village only if I felt interested in them.

COMPLETE THE REST OF THE SENTENCES IN THE SENTENCES BELOW

5.) I really felt successful in English at American Village when I was at the ranch with Jenny - talking with an american cowboy.

6.) I was the most motivated to learn/use English at American Village when we go shopping in bozeman / rodeo / yellowstone -.

7.) The most enjoyable new activity that I participated in at American Village was Iron Bells, rodeo, Bozeman, trip to Yellowstone, camping.

8.) The least enjoyable new activity that I participated in at American Village was rafting because too slow / but it was fun) and horseback riding because of the horse - cows (but it was really fun)

only disadvantage.

... I choose the answers a to h ~~because~~ in fonction of what ~~was~~ seemed the most ~~exciting~~ Enjoying to me

"~~Work~~ Enjoy in work" according to Beaumarchais is why I choose C) and d)

c) is important for me because I like trying new things whatever the result is but I prefer trying new things when I have ~~new~~ chances to realise them.

but when you're sure you'll be succesfull it's no interesting trying it, of course.

for 7: I think the most important is to be abble to communicate with people of others language, culture..

please correct my english
thanks you

8/9/92

Roy, how did you feel when you were trying out the new games today? For example, when your group made a "knot," and tried to undo the knot? Or when we were picking up people over our heads or doing "trust" falls? What do you think your attitude is towards an activity when the teacher or counselor doesn't explain the purpose first? Does that affect your attitude or motivation?

I think that you'll have a great time at Yellowstone, and I hope that you get a chance to use English as you try new things and activities in your next two weeks at American Village!

Before Saturday, I'd like you to try to answer the questions that I wrote to you here, and I'd also like you to describe what you think about the new activities that you've tried this week. For example, the rodeo, whitewater rafting, seeing new things at Yellowstone, new games, new activities. If you look at what I've written you'll notice my spelling and grammar. Also, think about the activities that you're doing, and the English that you're learning and using.

like new activities I tried here don't affect my motivation at all. the "Knot" and the "falls" make me feel more nearer of the others. It's good. But I think the most important is trying new activities or visiting new countries like we do in Yellowstone or when we were going rafting. Horse riding was fun too even if the horses were like cows :/ It doesn't matter.

the idea of a "project" is very good because we can do ourselves something which interests us more (like ranche, horseriding and cowboys life for Jeny and me). Some contacts with the real american culture are also indispensible visiting towns, corral cafe (tippical of west america) or wildlife in Yellostone and geysers, rodeos...

Maybe you can organize next time. some trip to see animals, wildlife for the ones who wanted (in the very early morning in Yellowstone. It could be cool.

To finish, you must keep activities like representation before meals, casino evening prog restaurant in american village

Roy,

Thank you for your comments. I'm looking forward to seeing you and Jerry's project on Wednesday.

If you have time to ~~write~~ write anything else about how you felt when you were using and learning English in different activities at American Village, I would like to hear what you have to say. Can I get your journal back on Thursday before dinner? Thanks,

Hélène

When I was using english in ~~the~~ ≠ activities at A.V., I. felt quite enthousiasme to use a language so ≠ to me and make me understand by american people.

Project was very cool and I wish It wouldn't be longer ! We should consecrate 2 to this activity.

Camping was really fun too.
What a pity it wasn't longer too !

APPENDIX H

LAURA

AMERICAN VILLAGE QUESTIONNAIRE
Big Sky, Montana

AMERICAN NAME: JONES LAURA REAL NAME: _____

DATE: 02/08/92

1> Why did you come to American Village U.S.A.?

I come to American Village for to learn American and to met an others persons

2> For what reason are you studying English?

a.) for future employment

b.) for college, university or technical school

c.) because it is required: __ by my school __by my family

(d.) to meet persons from other cultures

e.) because I will be living/studying in an English-speaking country

f.) _____
_____

3> How would you describe your English ability in:

a.) SPEAKING 1 2 (3) 4 5
Beg. Int. Adv.

b.) LISTENING COMPREHENSION
1 (2) 3 4 5
Beg. Int. Adv.

c.) READING 1 2 (3) 4 5
Beg. Int. Adv.

d.) WRITING 1 2 (3) 4 5
Beg. Int. Adv.

e.) ABILITY TO COMMUNICATE/INTERACT IN THE U.S.
1 2 (3) 4 5
Beg. Int. Adv.

4.) In which skill area would you like to improve the most during your stay at Big Sky?

(a.) SPEAKING c) READING
(b.) COMPREHENSION d.) WRITING
(c.) ABILITY TO COMMUNICATE/INTERACT IN THE U.S.

5.) Which of thefollowing activities would you be mostinterested in doing? ~~Choose~~ only one activity from each line.

a.) swimming----------mountain climbing

b.) white-water rafting----------fishing

c.) nature walks----------wilderness camping

d.) bicycling----------volleyball

e.) music/singing----------drama/performing a skit

f.) visiting a rodeo----------exploring Native American culture

g.) plays/theater----------crafts

h.) baseball/softball----------American football

i.) rock-climbing----------cooking American foods

j.) dancing----------tennis

k.) learning about the environment----------learning about aspects of U.S. culture

6.) Circle as many statements that describe or apply to you.

a.) I like trying out new things and activities.

b.) If I had a choice, I would prefer to do something familiar than to try out a new thing or activity.

c.) I would try out a new thing or activity only if I felt that I could be successful at it.

d.) I would try out a new activity or thing only if I was interested in it.

COMPLETE THE REST OF THE SENTENCES IN THE SENTENCES BELOW

7.) I will really feel successful in English when I am able to feel confidence.

8.) I feel that I am most motivated to learn/use English when I am in USA.

INTERVIEW-Laura Jones
August 19, 1992

1.) T: What is your American name?

S: Laura.

T: Laura...

S: Laura Jones.

T: Laura Jones, o.k.

2.) T: And how old are you Laura?

S: I have half fourteen.

T: So you're fourteen and a half. When is your birthday?

S: My birthday is the 19th October, '77, 1977.

T: O.K., great.

3.) T: And where are you from?

S: I'm from Paris.

4.) T: Laura, how many years have you studied English?

S: Four years.

5.) (TAKEN FROM INITIAL QUESTIONNAIRE, 8/2/92)

Why did you come to American Village U.S.A.?

I came to American Village for to learn American and to met on others persons.

6.) T: And for what reason are you studying English?

S: Because it's a language inter-, international language and I must learn it because for the future.

7.) T: The next question. On a scale from one to five, for example if one means beginning, three means intermediate, and five means advanced, like one beginning, two, three means intermediate, four, five means advanced, how would you describe your ability in English for speaking?

S: My, the comprehension?

T: Uh, for speaking, for your ability to speak. One, two, three, four or five.

S: Three.

T: And how about for your listening comprehension?

S: Three, four. It's better than the last week. I'm very, I'm feeling very well in English.

T: More successful?

S: More, yeah.

T: So would you say you have a three or a four, for listening comprehension?

S: Four.

T: Four. O.K., great.

T: And how about reading English?

S: Reading, oh, it's good.

T: Three, four?

S: Three, yes.

T: And how about for writing English?

S: Writing, ...three.

T: And how about your ability to communicate in the United States?

S: Three...four, yes four.

8.) T: The next question. What are you doing for your project at American Village?

S: I am, I do two project. One is the Sixties in America, and two is the toys.

T: The toys?

S: Yes.

T: So you're studying the Sixties and the toys?

S: Yes.

9.) T: And, is this topic something that you were interested in before you came to American Village, or is your project something you became interested in here?

S: Here, I'm interested in here.

T: So you became interested in it here?

S: Yes, yes, yes, before too, yes.

10.) T: When have you felt the most successful with using your English at American Village?

S: It was, I speak with Jason. The night on the, it was very, very, it was very good. He explained me a poem that he write, and he write, and it's clear.

T: So you felt very successful, understanding and being able to understand the poem.

S: Yes.

T: Have there been other times when you felt very successful?

S: Yes, when I have, when the cooking, the cook...I have to the cookies. That was very successful.

T: Good. I'm glad. So you like cooking and you like poetry.

S: Yes.

11.) T: When do you think you have felt the most motivated to use English?

S: I don't understand "motivated."

T: Motivation is, for example when do you feel the most challenged, and also when do you feel like you really have to use English. For example, let's say if I studied Spanish, but I never meet Spanish people outside of class, maybe for me I have no motivation to learn Spanish. But if I know that in one week I will be with a Spanish family, I will have dinner with a Spanish family, I will have more inspiration, I will have more energy to try and to succeed and to learn because I know I'll speak with real Spanish-speaking people next week. So, at camp when have you felt the most motivated to use English?

S: The most motivated when I go to the Yellowstone.

T: And was there anything special about Yellowstone that affected your motivation?

S: All the situations was a, I can't explain, but all of the situations was a challenge.

T: So you had many new challenges, many new things to explore...

S: Yes I think during the three years [sic] I have always been challenged, were challenged, the American teacher or me, to explain me, to talk with the people who don't speak French.

T: So you feel that for three years [sic] you have always had a lot of motivation. Can you think of another time when you felt very motivated, besides Yellowstone, to use your English or to learn English?

S: All the time. All the time.

12.) T: Do you think your English has improved since you came here?

S: Improve?

T: To get better, since you came here.

S: Yes, yes of course. Very better.

T: It's a lot better?

S: Yes.

T: Good.

13.) T: The last question. Do you have anything else to say about your English or about your experiences here?

S: Hmm?

T: Yeah, any other things you'd like to say about your English, learning English here, or using English here, or any other activities that you tried, any other comments that you'd like to say?

S: I was enjoyed to meet you, to meet any teacher, to, uh, before I never do rafting, I never gone in the Yellowstone, I never seen the Montana, or this whole place now. I never talked to China, Japanese girls. It's very different, and I like it. It's a good experience for me.

T: So you feel like you've learned a lot, you've had a lot of good, positive experiences?

S: Yes.

T: O.K., great. Any other comments?

S: No.

AMERICAN VILLAGE EXIT QUESTIONNAIRE
Big Sky, Montana

[149]

AMERICAN NAME: LAURA JONES DATE: 20/08/92

REAL NAME: _____

1.) How would you describe your English ablity in:

a.) SPEAKING 1 2 (3) 4 5
Beg. Int. Adv.

b.) LISTENING COMPREHENSION
1 2 (3) 4 5
Beg. Int. Adv.

c.) READING 1 2 (3) 4 5
Beg. Int. Adv.

d.) WRITING 1 2 (3) 4 5
Beg. Int. Adv.

e.) ABILITY TO COMMUNICATE/INTERACT IN THE U.S.
1 2 (3) 4 5
Beg. Int. Adv.

2.) In which skill area do you think that you improved the most during your stay at Big Sky?

a.) SPEAKING c.) READING
b.) COMPREHENSION d.) WRITING
(e.) ABILITY TO COMMUNICATE/INTERACT IN THE U.S.

3.) Please circle any of the following activities that you tried or participated in at American Village.

Also, please star (*) if you did this activity for the first time while you were at American Village.

--swimming
X-white-water rafting
--nature walks
--bicycling
--music/singing
---visiting a rodeo
X mountain climbing
X fishing
---wilderness camping
---volleyball
---drama/performing a skit
---exploring Native American culture

(CONTINUED...)

---plays/theater

X-baseball/softball

--rock-climbing

--dancing

---learning about the environment

--crafts

--American football

--cooking American foods

--tennis

---learning about aspects of U.S. culture

4.) Circle as many statements that describe or apply to your stay at American Village.

a.) I liked trying out new things and activities at American Village.

b.) When I had a choice, I prefered to do something familiar than to try out a new thing or activity at American Village.

c.) I tried out new things or activities at American Village only if I felt that I could be successful at them.

d.) I tried out new things or activities at American Village only if I felt interested in them.

COMPLETE THE REST OF THE SENTENCES IN THE SENTENCES BELOW

5.) I really felt successful in English at American Village when I am with some friends I like.

6.) I was the most motivated to learn/use English at American Village when we do some sports.

7.) The most enjoyable new activity that I participated in at American Village was the yellow stone and the softball.

8.) The least enjoyable new activity that I participated in at American Village was the activity cooking.

During this first week, I tried news sports than I didn't use to try to do. (Volley, Soft ball ...) It was very interesting to try a sport do in USA simply this week! I think I'll try for the first time the rafting and it'll be a good experience for me.
It's for this I choiced this sentence in the questions.
"m very happy when I discover ~~a~~ several ~~sort~~ sorts of sports and ~~sort~~ sorts of things in the cultures of the others peoples

Laura,

What do you think you're learning about Americans (the people, their culture, their language) when you participate in sports and new activities? Do you feel confident and good about most new activities and things that you try? Think about the group games that we played on Sunday afternoon, such as ~~carry~~ carrying people, catching people, and untying groups after we had made "knots."

Please write your answers and give them to me by Saturday. Thank you. Also I'd like you to write about how you feel as you

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try new things and activities this week. For example, the rodeo, rafting, camping at yellowstone, horseback riding. When you write, think about your confidence in these activities, and the English that you are learning and using when you are doing them.

You can return everything to me on Saturday. I hope you have a great time rafting, and trying other things out this week!

Hobie

I'm very happy when I speak English in sports. I like learning English in sports because it's more easy to learn ~~the~~ a language. I don't like the American language in school. I don't feel very well or confident when I try a new activities and I think it's normal! I come back to Yellowstone, it was a good experience for and it was a great discovert. It was my best moment in this week. discovery.

xx

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8/17/92

Laura,

Thanks for your comments. I'm glad that you had a good time at Yellowstone, and also that you felt that it was the highlight of your time at American Village.

Do you feel the same way about learning English in school in France as you do at American Village language classes? Maybe you don't like learning English at school in France because there is not opportunity to practice English with native speakers every day. For myself, I learned Spanish for one year, but I was never very motivated to use it until I went to Venezuela for two months.

I know that you will be very busy for the next few days, but I'd like you to write about any other experiences or activities where you felt successful and/or motivated in using English at camp. Please return this journal to me by dinnertime on Thursday. Thanks! By the way, I feel that your English has really improved since you came here nearly three weeks ago!

Bobie

Hobie,

I'm very happy to write this book for you. This 3 weeks are very interesting for me. I have learn very much English. In fact, I prefer to come in American ~~since~~ for one year than to learn it at school.

See you soon

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APPENDIX I

MARIA

AMERICAN VILLAGE QUESTIONNAIRE
Big Sky, Montana

AMERICAN NAME: Maria Jones REAL NAME: _____

DATE: Aug. 2

1> Why did you come to American Village U.S.A.?
Because I want to learn American cultures, customs and English.

2> For what reason are you studying English?

(a.) for future employment

(b.) for college, university or technical school

(c.) because it is required: ✓ by my school __by my family

d.) to meet persons from other cultures

e.) because I will be living/studying in an English-speaking country

(f.) because I want to talk many people in the world.

3> How would you describe your English ability in:

a.) SPEAKING 1 2 (3) 4 5
Beg. Int. Adv.

b.) LISTENING COMPREHENSION
1 (2) 3 4 5
Beg. Int. Adv.

c.) READING 1 2 (3) 4 5
Beg. Int. Adv.

d.) WRITING 1 (2) 3 4 5
Beg. Int. Adv.

e.) ABILITY TO COMMUNICATE/INTERACT IN THE U.S.
1 2 (3) 4 5
Beg. Int. Adv.

4.) In which skill area would you like to improve the most during your stay at Big Sky?
a.) SPEAKING c) READING
b.) COMPREHENSION d.) WRITING
(e.) ABILITY TO COMMUNICATE/INTERACT IN THE U.S.

5.) Which of thefollowing activities would you be mostinterested in doing? Choose only one activity from each line.

a.) swimming----------mountain climbing

b.) white-water rafting---------fishing

c.) nature walks----------wilderness camping

d.) bicycling----------volleyball

e.) music/singing----------drama/performing a skit

f.) visiting a rodeo---------exploring Native American culture

g.) plays/theater----------crafts

h.) baseball/softball----------American football

i.) rock-climbing----------cooking American foods

j.) dancing----------tennis

k.) learning about the environment---------learning about aspects of U.S. culture

6.) Circle as many statements that describe or apply to you.

a.) I like trying out new things and activities.

b.) If I had a choice, I would prefer to do something familiar than to try out a new thing or activity.

c.) I would try out a new thing or activity only if I felt that I could be successful at it.

d.) I would try out a new activity or thing only if I was interested in it.

COMPLETE THE REST OF THE SENTENCES IN THE SENTENCES BELOW

7.) I will really feel successful in English when I am able to talk with many people who can speak English and I can tell what I want to say.

8.) I feel that I am most motivated to learn/use English when I can't tell something to the people who speak English.

INTERVIEW-Maria Jones
August 17, 1992

1.) T: What is your American name?

S: Maria.

T: Maria, what is your last name?

S: Jones.

T: Jones, o.k.

2.) T: And how old are you?

S: Sixteen years old.

3.) T: And where are you from?

S: I am-I am from Japan.

4.) T: Maria, how many years have you studied English?

S: Three years.

T: O.K., three years.

5.) T: And why did you come to American Village?

S: Because I learn about English and American culture, and American customs, and I want to make, make many friends.

6.) T: And for what reason are you studying English?

S: Because it is very important to understand many people in the world.

7.) T: The next question is on a scale of one to five, with one meaning beginning, with three meaning

intermediate, with five meaning advanced. How would you describe your English ability for speaking, 1, 2, 3, 4, or 5?

S: Three.

T: O.K., three.

T: And how about listening comprehension?

S: Three.

T: And reading?

S: A four.

T: And writing?

S: Four.

T: And the last one, your ability to communicate in the United States?

S: Three.

8.) T: The next question. What are you doing for your individual project at American Village?

S: The rodeo.

T: The rodeo-great.

9.) T: Is your topic something that you were interested in before you came to American Village, or is it something that you became interested in while you were here?

S: American culture, Thanksgiving....

T: Oh, I'm sorry, your rodeo topic, were you interested in the rodeo before you came to American Village?

S: No, I don't know rodeo...

T: So you became interested in the rodeo when you were here.

S: Yes, yes.

T: O.K., that's great, that's really good.

10.) T: Maria, when have you felt the most successful using English here?

S: I can communicate many people.

T: Do you think you felt the most successful, for example, in your language class, or in your culture group, or "Home Sweet Home," or evening program, or the rodeo, Yellowstone, when did you feel the most successful about your English, the most confident?

S: Maybe, in language group.

T: In your language group.

S: Yeah.

T: O.K. Did you feel successful in other situations or other activities, was there ever anything where you felt "Yeah, this is good!"?

S: (Laughs).

T: The rodeo or rafting...?

S: Yeah. Almost.

T: Almost everything?

S: Yeah.

T: That's good.

11.) T: When have you felt the most motivated to use English at American Village?

S: Sports.

T: O.K., in sports. Were there other activities also?

S: Yes.

T: What else?

S: When I talked to, talked with counselor.

T: Other villagers, too, or mostly counselors?

S: Yeah, yeah.

12.) T: Do you think your English has improved since you came here?

S: Improve?

T: To get better.

S: Yes, I think so, yes.

T: I'm glad you do. I think so, too.

13.) T: Do you have any other comments about your English or about American Village, your experiences here?

S: No.

AMERICAN VILLAGE EXIT QUESTIONNAIRE
Big Sky, Montana

[161]

AMERICAN NAME: Maria Jones DATE: Aug. 20

REAL NAME: ___ ---- ---

1.) How would you describe your English ablity in:

a.) SPEAKING 1 2 (3) 4 5
Beg. Int. Adv.

b.) LISTENING COMPREHENSION
1 2 (3) 4 5
Beg. Int. Adv.

c.) READING 1 2 (3) 4 5
Beg. Int. Adv.

d.) WRITING 1 2 3 (4) 5
Beg. Int. Adv.

e.) ABILITY TO COMMUNICATE/INTERACT IN THE U.S.
1 2 (3) 4 5
Beg. Int. Adv.

2.) In which skill area do you think that you improved the most during your stay at Big Sky?

(a.) SPEAKING c.) READING
(b.) COMPREHENSION d.) WRITING
(e.) ABILITY TO COMMUNICATE/INTERACT IN THE U.S.

3.) Please circle any of the following activities that you tried or participated in at American Village.

Also, please star (*) if you did this activity for the first time while you were at American Village.

*-swimming

*-white-water rafting

*-nature walks

---bicycling

*-music/singing

*-visiting a rodeo

*-mountain climbing

---fishing

*-wilderness camping

*-volleyball

*-drama/performing a skit

*-exploring Native American culture

(CONTINUED...)

---plays/theater

*crafts

---baseball/softball

---American football

*--rock-climbing

*cooking American foods

*-dancing

---tennis

*--learning about the environment

*--learning about aspects of U.S. culture

4.) Circle as many statements that describe or apply to your stay at American Village.

a.) I liked trying out new things and activities at American Village.

b.) When I had a choice, I prefered to do something familiar than to try out a new thing or activity at American Village.

c.) I tried out new things or activities at American Village only if I felt that I could be successful at them.

d.) I tried out new things or activities at American Village only if I felt interested in them.

COMPLETE THE REST OF THE SENTENCES IN THE SENTENCES BELOW

5.) I really felt successful in English at American Village when I was in the language group (everything).

6.) I was the most motivated to learn/use English at American Village when I talked to the French and the Counselor.

7.) The most enjoyable new activity that I participated in at American Village was cooking and sleeping in the tipi.

8.) The least enjoyable new activity that I participated in at American Village was evening program when the French speak only French.

#6 I chose (a) because learn different culture or custom is very good to understand the people. For example, if I want to realize American people, it is very important their culture.

Maria, what do you think that you are learning about American people and their culture when you are doing new activities and things? For example, what did you learn about Americans from doing the group activities in the afternoon on Sunday, or from doing the "lip [redacted] sync" Sunday night?

I'd like you to write answers to my questions and return the journal to me on Saturday. Also, this week as you try new things and activities I'd like you to write about how you felt doing them. Think about the English that you're using and learning when you do these activities (for example: going to the rodeo, going to Yellowstone, going rafting, horseback riding, playing new games and sports)

I hope that you have a great time at Yellowstone, and that you enjoy the new things that we try out this week!

Robie

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Thank you for your answer.
I am very interesting in Rodeo. It is the most important sports for the American. When I go to trip, I often see Cowboys. They are very proud of their job. I think Rodeo boks like American character. I want to know more about it, But I can't understand something. It is, many people say, "Rodeo is cr: I heard a lot of its voice!" Does "crazy" mean "it's nice!"?
Please tell me.

Maria, I think that in this case, crazy means that it is strange or difficult to understand. I think that in a lot of situations in the U.S., we would use the word "crazy" to describe something that we would never do ourselves, or to describe something that someone else is doing that we do not feel comfortable with or approve of ourselves.

I know that you are very busy now with American Village being almost over, but if you have time to write about how you felt using English in new situations such as rafting, going to Yellowstone or horseback riding, please write to me. Can I please get your journal back on Thursday, before dinner? Thank you!

Hollie

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I looked forward the horse back riding for a long time, so was very happy to ride the horse. I enjoyed it very much, but I want make the horse run so fast and I wanted to ride it long time. thought the Cowboy who rode with us was (first) Japanese!! Because he seemed to Japanese very much. But he is not the Japanese. Of course he is Native Am told us that they reached from Asia.

I like [illegible] Stone very much. It was very fun for me. I think American Waterfall is very great!! Japanese one is [illegible]. I think every American things are large. I'll remember these experiments forevermore.

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APPENDIX J

SALLY

AMERICAN VILLAGE QUESTIONNAIRE
Big Sky, Montana

AMERICAN NAME: Sally Herman REAL NAME ____ ____ ____

DATE: 2nd Aug 1992

1> Why did you come to American Village U.S.A.?
I came to here because I will be able to speak English and will make friends with many people all over the world and will be international person.

2> For what reason are you studying English?

(a.) for future employment

b.) for college, university or technical school

c.) because it is required: __ by my school __by my family

(d.) to meet persons from other cultures

e.) because I will be living/studying in an English-speaking country

f.) _____
_____

3> How would you describe your English ability in:

a.) SPEAKING 1 2 (3) 4 5
Beg. Int. Adv.

b.) LISTENING COMPREHENSION
1 2 3 (4) 5
Beg. Int. Adv.

c.) READING 1 (2) 3 4 5
Beg. Int. Adv.

d.) WRITING 1 2 (3) 4 5
Beg. Int. Adv.

e.) ABILITY TO COMMUNICATE/INTERACT IN THE U.S.
1 (2) 3 4 5
Beg. Int. Adv.

4.) In which skill area would you like to improve the most during your stay at Big Sky?

(a.) SPEAKING c) READING
b.) COMPREHENSION d.) WRITING
e.) ABILITY TO COMMUNICATE/INTERACT IN THE U.S.

5.) Which of thefollowing activities would you be mostinterested in doing? Choose only one activity from each line.

a.) swimming----------mountain climbing

b.) white-water rafting----------fishing

c.) nature walks----------wilderness camping

d.) bicycling----------volleyball

e.) music/singing----------drama/performing a skit

f.) visiting a rodeo---------exploring Native American culture

g.) plays/theater----------crafts

h.) baseball/softball---------American football

i.) rock-climbing----------cooking American foods

j.) dancing----------tennis

k.) learning about the environment--------learning about aspects of U.S. culture

6.) Circle as many statements that describe or apply to you.

a.) I like trying out new things and activities.

b.) If I had a choice, I would prefer to do something familiar than to try out a new thing or activity.

c.) I would try out a new thing or activity only if I felt that I could be successful at it.

d.) I would try out a new activity or thing only if I was interested in it.

COMPLETE THE REST OF THE SENTENCES IN THE SENTENCES BELOW

7.) I will really feel successful in English when I am able to

talk native American and many people who live in abroad.

8.) I feel that I am most motivated to learn/use English when

I go to abroad and communicate people in there.

INTERVIEW-Sally Herman
August 17, 1992

1.) T: What is your American name?

S: Sally Herman.

2.) T: And how old are you?

S: Sixteen years old.

3.) T: And where are you from?

S: Osaka, Japan.

4.) T: And how many years have you studied English?

S: Three years and three months.

5.) T: Why did you come to American Village?

S: Because I learn English more, and I want to try a new activities, so I can make language.

6.) T: Sally, for what reason are you studying English?

S: I want to communicated other countries' people, through English, so, and I want to learn other countries' culture, and think about different...

T: Different ah....

S: Different from Japan. to French, or Japan to Amcrica.

T: O.K., great.

7.) T: The next question is on a scale from one to five. For example with one being beginning, three being

intermediate, and five being advanced, so on a scale of 1, 2, 3, 4, or 5, how would you describe your English ability for speaking?

S: Two.

T: O.K., a two.

T: How would you describe your ability for listening comprehension?

S: Three or four.

T: Which one, three or four? If you had to choose one.

S: Nearer three.

T: O.K., so three.

T: And how would you describe your ability for reading English?

S: Three.

T: And for writing English?

S: Two.

T: The last part, how would you describe your English ability when you have to describe how you communicate in the United States? Your ability to communicate?

S: Three.

8.) T: And Sally, what are you doing for your individual project at American Village?

S: My project is animal of Yellowstone, so I went to Yellowstone, I took many photos of animals.

9.) T: And is this topic something that you were interested in before you came to American Village, or something that you became interested in while you were here?

S: In here, because in Japan, I had little- few animals, so here there are many animals near our- this house, so I, I want more learn about here about animals, so...

T: O.K., so you became interested in the animals here, or...

S: Yes.

T: O.K. So before you came to American Village you were not interested in the animals.

S: Yes.

T: That's good. I'm glad that you found something that you were interested in here. That's very important, that's great.

10.) T: Sally, when have you felt the most successful with your English at American Village?

S: Before I told something, who, who thought bad image of Japan, became, they had a good image or truth, they know truth, so I explain about Japan, then I feel very successable.

T: And were you explaining that to villagers, or to counselors, or to both people...

S: Both people.

T: And can you think of another time when you felt very successful with your English? For example like Yellowstone, or rafting or at the rodeo or shopping or in a class or ...

S: First I came here, I thought my English isn't right, and I don't talk with person who speak English, but now I can speak other people in English so I'm very happy.

T: That's good, I'm glad you feel that way.

11.) T: The next question is, when have you felt the most motivated to use English at American Village?

S: The most ...?

T: O.K., for example when you're motivated that means that when do you feel the most excited, when it's very important, when you really have a lot of energy to learn or to use English. For example, maybe if it's very hot, you might not feel motivated to play sports. But if the weather is nice, maybe it's like "Ah, yeah, I really want to do this- the weather is good, the conditions are good." So, motivation is like when the conditions are good for you. When have you felt the most motivated with English at American Village?

S: When I want talk with each other people, I only use English, and I didn't speak English, other people didn't understand me. So I best use English, so it's very good for me.

T: O.K., so that's when you feel the most motivated.

12.) T: Sally, do you think your English has improved since you came to American Village?

S: Yeah.

T: Good.

13.) T: Do you have any other comments about your English or about your experiences in American Village?

S: More other countries' people come this camp can speaking more English can, I think.

AMERICAN VILLAGE EXIT QUESTIONNAIRE [172]
Big Sky, Montana

AMERICAN NAME: Sally Herman DATE: 20/8/1992

REAL NAME: _____

1.) How would you describe your English ablity in:

a.) SPEAKING 1 (2) 3 4 5
Beg. Int. Adv.

b.) LISTENING COMPREHENSION
1 2 (3) 4 5
Beg. Int. Adv.

c.) READING 1 (2) 3 4 5
Beg. Int. Adv.

d.) WRITING 1 2 (3) 4 5
Beg. Int. Adv.

e.) ABILITY TO COMMUNICATE/INTERACT IN THE U.S.
1 2 (3) 4 5
Beg. Int. Adv.

2.) In which skill area do you think that you improved the most during your stay at Big Sky?

(a.) SPEAKING c.) READING
b.) COMPREHENSION d.) WRITING
e.) ABILITY TO COMMUNICATE/INTERACT IN THE U.S.

3.) Please circle any of the following activities that you tried or participated in at American Village.

Also, please star (*) if you did this activity for the first time while you were at American Village.

✓ ---swimming
✳ ---white-water rafting
✓ ---nature walks
---bicycling
✓ ---music/singing
✳ ---visiting a rodeo
✓ ---mountain climbing
---fishing
✓ ---wilderness camping
✓ ---volleyball
✳ ---drama/performing a skit
✳ ---exploring Native American culture

(CONTINUED...)

---plays/theater

✓ ---crafts

✓ ---baseball/softball

---American football

---rock-climbing

✓ ---cooking American foods

✓ ---dancing

✓ ---tennis

✓ ---learning about the environment

✓ ---learning about aspects of U.S. culture

4.) Circle as many statements that describe or apply to your stay at American Village.

a.) I liked trying out new things and activities at American Village.

b.) When I had a choice, I prefered to do something familiar than to try out a new thing or activity at American Village.

c.) I tried out new things or activities at American Village only if I felt that I could be successful at them.

d.) I tried out new things or activities at American Village only if I felt interested in them.

COMPLETE THE REST OF THE SENTENCES IN THE SENTENCES BELOW

5.) I really felt successful in English at American Village when I tell about Japan to other country people and hear about Peace of America.

6.) I was the most motivated to learn/use English at American Village when conversation about every thing.

7.) The most enjoyable new activity that I participated in at American Village was to go Yellowstone National Park.

8.) The least enjoyable new activity that I participated in at American Village was nothing.

I chose (a) and (b) because new thing or activities is very fresh to me and I'm very exciting even if I take mistake in that thing.

Sally,

How do you feel when you make mistakes when you try new things? Does that discourage you from trying, or do you not worry about making mistakes? How did you feel yesterday doing the group games, such as making a big "knot" and then trying to untie it, or carrying and catching people?

I'd like you to answer the questions that I've written by Saturday August 15th. Also, I'd like you to write about the new things and activities that you try this week, such as going to Yellowstone, going rafting, going to a rodeo. I'd like you to write about how you felt doing these activities, and also to write about the English that you're using and learning when you do these activities. You can give me everything back on Saturday. I hope that you enjoy doing all the new activities that you try this week!

Hoxie

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at Bozman

In the bus, I thought that French people was very noisy and didn't think about other people because when someone sleeping they singing very loud. Then I went to watch Rodio. I was very surprised because I have never seen such a dangerous sports. I like barrel-riding the best. When a short rest, between Rodio, Maria, Alice and I talked with Japanese university students, we were took photo by the cameraman. I wondered that why the man took picture of us.

9 went to horseback riding

I'm very happy to ride horse! It was very fun, exciting and enjoyed myself. It was my first time that ride horse and walk long distance.

11 went to rafting

First, I thought that I didn't raft such a small boat, but it was O.K to raft. I wanted to raft with French people but ~~I~~ couldn't. I raft with other Japanese girls. I was very tired because I row very first, but it was fun.

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3-14 at Yellow Stone National Park

I love sun set and moon rise. It was very beautiful. I have never seen such a large space, so I was very happy and surprised. I have never seen buffaro, elk and other birds by my eye, it was very fresh to me. I wanted to stay longer.

5 went to Helena

Helena is very beautiful and tasteful city. We went to museum of C.M. Russel and shopping and pizza-hat. ~~I~~ many people say that Japanese people like shopping very much, but I felt French people like shopping more than us, Japanese people.

When I took mistake, ~~I~~ sometime I felt very embarrie or sometime I felt sorry for other people who takes care me. We made large group, "knot". I had mistake of my question, and French people [redacted] laugh. I think Japanese people care other people. I was very surprised about French people: ex. they come in my room as one pleases. When I [redacted] in to other room I ~~ask~~ someone who is in the room. There are many different thought between French and Japanese, it is very surprised thing but it is very good time that I learn other county culture.

about 189

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Sally,

Thank you for your comments. I think that the photographer took your picture for the local newspaper, so that the paper could publicize Japanese students who are visiting Montana this summer. There was probably a picture of you in the paper earlier this week.

If you have time to write anything else about how you felt using and learning English in different activities while you were at American Village, I would like to hear what you have to say. Can I get your journal back on Thursday before dinner? Thank you!

Robie

18 Evniry Program was fun but it took too long time. If it had more few groups, I could excited this game. Question of Holiday's Custum, Foods and Grammer are easy To me because, our English teachers are American and they some of

told us about American peoples daily life, but about Gaverman History, T.V. and slang are very difficult. I felt that learn about the U.S.A.

Language classes and Culture classes are important to me, because I didn't know and think about problem of the U.S.A. Now I am thinking about that, and also I am beaming think about Japan. Its very difficult to explane that how about Japan because sometime I can't find English ward what I want to say, otherline I don't know how about Japan. I feel very strong that first I must think and learn about Japane then I learn cultures of other country.

19 I want to know how to feel French people about to speak English with other country people. I felt when I speak English with French people, their pronunciaton is very diffirent from us and I think diffirent from Americe people. Today we had Erth Day and cooked many countrys food. I made Okonomiyaki. Did you like that?

It was a little different from Japanese popular that. Our family put in some slices of pork, cheese, Japanese rice cake and laver like todays shrimps, then on the sauce we put ~~a~~ green laver (Ao-nori) and flakes of very smoked fish (we call Katsuo but I don't know how to say in English.). I like Okonomiyaki. This is speciality of Osaka foods. so when you visit Osaka please call me then I will take you a most famous store of Okonomiyaki. By the way I ate many countries food. I felt it's very interesting because about 40 people who speak English as second language are make other ~~country~~ country's food and taste it in ~~here~~ here. I'm very happy to make Japanese food and taste many foods.

This camp is very short for me. I want to stay more here, but I must go back home.

Thank you for lot of things. I don't forget this summer. See you again!!

by Sally

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APPENDIX K

SARAH

AMERICAN VILLAGE QUESTIONNAIRE
Big Sky, Montana

AMERICAN NAME: Sarah Holiday REAL NAME: ___

DATE: 8/2/92

1> Why did you come to American Village U.S.A.?

There are two reasons: I wanted to improve my English and I am very curious about the American culture.

2> For what reason are you studying English?

(a.) for future employment

b.) for college, university or technical school

c.) because it is required: __ by my school __by my family

(d.) to meet persons from other cultures

e.) because I will be living/studying in an English-speaking country

f.) because this language is the most in the world

3> How would you describe your English ability in:

a.) SPEAKING 1 2 3 (4) 5
Beg. Int. Adv.

b.) LISTENING COMPREHENSION
1 2 (3) 4 5
Beg. Int. Adv.

c.) READING 1 2 3 (4) 5
Beg. Int. Adv.

d.) WRITING 1 2 (3) 4 5
Beg. Int. Adv.

e.) ABILITY TO COMMUNICATE/INTERACT IN THE U.S.
1 2 3 (4) 5
Beg. Int. Adv.

4.) In which skill area would you like to improve the most, during your stay at Big Sky?

a.) SPEAKING c) READING
b.) COMPREHENSION d.) WRITING
(e.) ABILITY TO COMMUNICATE/INTERACT IN THE U.S.

5.) Which of thefollowing activities would you be mostinterested in doing? Choose only one activity from each line.

a.) swimming----------mountain climbing

b.) white-water rafting----------fishing

c.) nature walks----------wilderness camping

d.) bicycling----------volleyball

e.) music/singing----------drama/performing a skit

f.) visiting a rodeo--------exploring Native American culture

g.) plays/theater----------crafts

h.) baseball/softball----------American football

i.) rock-climbing----------cooking American foods

j.) dancing----------tennis

k.) learning about the environment--------learning about aspects of U.S. culture

6.) Circle as many statements that describe or apply to you.

a.) I like trying out new things and activities.

b.) If I had a choice, I would prefer to do something familiar than to try out a new thing or activity.

c.) I would try out a new thing or activity only if I felt that I could be successful at it.

d.) I would try out a new activity or thing only if I was interested in it.

COMPLETE THE REST OF THE SENTENCES IN THE SENTENCES BELOW

7.) I will really feel successful in English when I am able to understand what the other Americans are saying around me. (when I'll be able to dream in English)

8.) I feel that I am most motivated to learn/use English when I am in the USA or in England, when I discover other people, other cultures.

INTERVIEW-SARAH HOLIDAY
August 19, 1992

1.) T: What is your American name?

S: My American name is Sarah.

T: And your American last name?

S: Holiday.

2.) T: And how old are you?

S: I'm sixteen years old.

3.) T: And where are you from?

S: I'm from France, I was born in Paris and I live near...(unintelligible).

4.) T: So how many years have you studied English?

S: I've studying English for only three years, because actually it's my second language.

5.) (TAKEN FROM INITIAL QUESTIONNAIRE, 8/2/92)

Why did you come to American Village U.S.A.?

They are two reasons: I wanted to improve my English and I am very curious about the American culture.

6.) T: And for what reason are you studying English?

S: Because that is the language that is the most spoken in the world, and that's the real reason.

T: O.K., fine.

7.) T: And on a scale of one to five, with one meaning beginning, three meaning intermediate, and five meaning advanced, how would you describe your English ability for speaking?

S: For speaking?

T: Yes.

S: Three.

T: How about listening comprehension?

S: Three.

T: Reading?

S: Four.

T: Writing?

S: Four.

T: And your ability to communicate in the United States?

S: To communicate in the United States, between three or four, I think.

T: If you had to choose one, what would you say?

S: Three.

8.) T: Sarah, what are you doing for your individual project at American Village?

S: Our latest project is a plan, and then ideas and differences between George Bush and Bill Clinton. Their differences and their ideas about on government, gun control, campaign strategy, and other things.

9.) T: And were you interested in this topic before you came to American Village?

S: Yeah, I was.

T: O.K. So your topic did not change here.

S: Yes, yes.

10.) T: When have you felt the most successful with your English at American Village?

S: Where?

T: Uh, when?

S: When...

T: Was there a special occasion or a special activity where you really felt successful?

S: I liked the debate.

T: Which debate was that?

S: It was a debate over, we had to decide how much money we had to give to some countries. It concerned American budget, it was 100, 135 billion, uh million dollars.

T: So that was one of your favorite times, your most successful.

S: Uh-hum, for my English. For the culture, perhaps Yellowstone and the rodeo.

T: And can you think of another time when you felt really successful with your English?

S: My English?

T: For example, the rodeo, rafting or horseback riding or Yellowstone, or another language or culture class?

S: Hmm, rafting I think.

11.) T: And when do you think you have felt the most motivated to use English?

S: To use English? Hmm...during the culture group perhaps, with Frankie. At that time the subject was Negro, American...

T: Black Americans, uh-huh...

S: Yes. We studied the differences between South Negroes and city Negroes- we spoke about that. And I think that it was very interesting.

T: And have you felt motivated to use English at other times? Can you think of another time or another activity where you felt really motivated?

S: Perhaps during the rodeo.

T: O.K. So that was when you were communicating with other people?

S: Uh-just heard the people.

T: O.K., just listening to everything around you?

S: Yeah.

12.) T: Sarah, do you think your English has improved at American Village?

S: A little improved, but I speak French too often I think. I can't speak English with French people.

T: So it's difficult for you to speak English with French people.

S: Uh-huh.

T: It seems funny.

S: Because when we are three or four French people we never without Japanese people or German people or other people.

T: You naturally speak French.

S: Yeah.

T: That is a challenge.

13.) T: Do you have any other comments about your English or about your experiences at American Village?

S: No, I don't.

AMERICAN VILLAGE EXIT QUESTIONNAIRE
Big Sky, Montana

[186]

AMERICAN NAME: Sarah Holiday DATE: 8/20/92

REAL NAME: ____ ____ __ __

1.) How would you describe your English ablity in:

a.) SPEAKING 1 2 (3) 4 5
Beg. Int. Adv.

b.) LISTENING COMPREHENSION
1 2 (3) 4 5
Beg. Int. Adv.

c.) READING 1 2 3 (4) 5
Beg. Int. Adv.

d.) WRITING 1 2 3 (4) 5
Beg. Int. Adv.

e.) ABILITY TO COMMUNICATE/INTERACT IN THE U.S.
1 2 3 (4) 5
Beg. Int. Adv.

2.) In which skill area do you think that you improved the most during your stay at Big Sky?

a.) SPEAKING c.) READING
(b.) COMPREHENSION d.) WRITING
(e.) ABILITY TO COMMUNICATE/INTERACT IN THE U.S.

3.) Please circle any of the following activities that you tried or participated in at American Village.

Also, please star (*) if you did this activity for the first time while you were at American Village.

---swimming
---white-water rafting
---nature walks
---bicycling
---music/singing
*---visiting a rodeo
---mountain climbing
---fishing
*---wilderness camping
---volleyball
---drama/performing a skit
---exploring Native American culture

(CONTINUED...)

---plays/theater

---baseball/softball

---rock-climbing

---dancing

---learning about the environment

---crafts

---American football

---cooking American foods

---tennis

---learning about aspects of U.S. culture

4.) Circle as many statements that describe or apply to your stay at American Village.

a.) I liked trying out new things and activities at American Village.

b.) When I had a choice, I prefered to do something familiar than to try out a new thing or activity at American Village.

c.) I tried out new things or activities at American Village only if I felt that I could be successful at them.

d.) I tried out new things or activities at American Village only if I felt interested in them.

COMPLETE THE REST OF THE SENTENCES IN THE SENTENCES BELOW

5.) I really felt successful in English at American Village when I could follow the different conversations I heard.

6.) I was the most motivated to learn/use English at American Village when during a debate and during culture groups.

7.) The most enjoyable new activity that I participated in at American Village was Yellowstone (and Backpacking).

8.) The least enjoyable new activity that I participated in at American Village was /.

I have made this choise and now I still agree with it.

I am here for two reasons: to improve my english and because I am very interesting in the other cultures and particularly in the American culture. Therefore I want to try playing new sports (like the softball - it was Tuesday), learning different things about different subjects, trying to speak with American people.

As far as concerned the different interesting ways to learn English: the sports, the songs, TV, food, radio .. and I want to say that I find that all the subjects (that's is my mind) are very interesting.

It would be good if we could speak about politics and the different opinions of American people about this subject.

(over) →

Dear Sarah, in the next two weeks we will be talking more about U.S. government and politics. I think that you are lucky to be in the U.S. during a Presidential election year. Maybe you could choose this as your topic for an individual project. For example, you could interview counselors at American Village, and you could interview other people about who they will vote for and why. Another part of your survey could be asking Americans what is the most important challenge or problem facing the next President of the U.S. Let me know what you think about this idea...

Sarah, what did you think about the
* group games that we played today?
How did you feel about participating in
these activities, even though the "purpose"
wasn't clear?

For the next two weeks you'll have
opportunities to try out many new activities,
games and sports. For example, going to the
rodeo, horseback riding, going to Yellowstone,
going rafting.

For Saturday, I'd like you to try to answer
the questions that I wrote in the first paragraph*,
and also to write about the activities that
you're doing and the English that you're using.
I'd like to hear what you think / how you feel
about these activities and the way that you
use and learn English in these situations

I was really happy to have tried these activites or sports.

I don't use my English very often in these activites (except for stopping and Yellowstone but now I'll have a good idea about the American culture.

Two days ago we made an oral debate (about 175 millions dollars of the American budget) and I think it would be better if we do that more often. We had to defend other ideas than ours, we had to speak, to give reasons, to explain and I think that's fantastic to progress in a foreing language.

I want to say that I <u>loved</u> Yellowstone, the rodeo, rafting that we <u>made</u> few days ago.

Sarah, thank you for your comments. I am glad that you were able to combine your desire to improve your English with your project on the Bush-Clinton campaign. I'm looking forward to seeing the final product on Wednesday.

I know that you are very busy because you just have a few days left at American →

Village, but if you have time to write any final comments about the English that you've learned and used here, that would help me a lot. You could give your journal to me before dinner on Thursday. Thanks!

Robin

APPENDIX L

ORSON

AMERICAN VILLAGE QUESTIONNAIRE
Big Sky, Montana

AMERICAN NAME: JASON HERMAN REAL NAME: ___

DATE: 02/08/92

1> Why did you come to American Village U.S.A.?

I came to American Village U.S.A. for several raisons to learn english and Americanlife, an to sperd my holidays

2> For what reason are you studying English?

(a.) for future employment

(b.) for college, university or technical school

(c.) because it is required: X by my school ___by my family

(d.) to meet persons from other cultures

e.) because I will be living/studying in an English-speaking country

f.) _____

_____

3> How would you describe your English ability in:

a.) SPEAKING 1 2 (3) 4 5
Beg. Int. Adv.

b.) LISTENING COMPREHENSION
1 2 (3) 4 5
Beg. Int. Adv.

c.) READING 1 2 (3) 4 5
Beg. Int. Adv.

d.) WRITING 1 2 (3) 4 5
Beg. Int. Adv.

e.) ABILITY TO COMMUNICATE/INTERACT IN THE U.S.
1 (2) 3 4 5
Beg. Int. Adv.

4.) In which skill area would you like to improve the most during your stay at Big Sky?

a.) SPEAKING c) READING
b.) COMPREHENSION d.) WRITING
(e.) ABILITY TO COMMUNICATE/INTERACT IN THE U.S.

5.) Which of thefollowing activities would you be mostinterested in doing? Choose only one activity from each line.

a.) swimming----------mountain climbing

b.) white-water rafting---------fishing

c.) nature walks----------wilderness camping

d.) bicycling----------volleyball

e.) music/singing----------drama/performing a skit

f.) visiting a rodeo--------exploring Native American culture

g.) plays/theater--------crafts

h.) baseball/softball---------American football

i.) rock-climbing----------cooking American foods

j.) dancing----------tennis

k.) learning about the environment--------learning about aspects of U.S. culture

6.) Circle as many statements that describe or apply to you.

a.) I like trying out new things and activities.

b.) If I had a choice, I would prefer to do something familiar than to try out a new thing or activity.

c.) I would try out a new thing or activity only if I felt that I could be successful at it.

d.) I would try out a new activity or thing only if I was interested in it.

COMPLETE THE REST OF THE SENTENCES IN THE SENTENCES BELOW

7.) I will really feel successful in English when I am able to communicate with people who speak English.

8.) I feel that I am most motivated to learn/use English when I can communicate with others persons and when I can learn, for example, about the culture.

INTERVIEW-ORSON HERMAN
August 19, 1992

1.) T: What is your American name?

S: Orson, Orson Herman.

2.) T: And how old are you?

S: I am fifteen and a half.

3.) T: Where are you from?

S: I am from Paris in France.

4.) T: How many years have you studied English?

S: I have studied English for five years.

5.) (TAKEN FROM INITIAL QUESTIONNAIRE, 8/2/92)

Why did you come to American Village U.S.A.?

I came to American Village U.S.A. for several reasons; to learn English and American life, and to spend my holidays.

6.) T: And for what reason are you studying English?

S: Because I have to learn English in school, and to communicate with other person and to have another language for my life later, to work and everything.

T: O.K., so you're thinking about your future.

S: Yeah, I thinking about my future, because among adults English is most popular language in the world and you have to know about English.

7.) T: On a scale from one to five, for example with one meaning beginning, and three meaning intermediate, and five meaning advanced, so between 1, 2, 3, 4, 5, how would you describe your English when you are speaking?

S: When I am speaking my level?

T: Yeah, your ability.

S: I think a three.

T: A three, o.k.

T: And how about your listening comprehension?

S: Three, too. I think I am everytime three.

T: You're a three.

S: Yeah.

T: And how about your reading ability for English?

S: Maybe four, because there is a context with all the texts and it can be easier to understand what you're reading.

T: So all the information is there, you don't have to catch it the first time.

S: Yes.

T: And how about writing?

S: Writing, same I think.

T: A three?

S: Three.

T: And how about your ability to communicate in the United States?

S: In the United States, I don't know. I have to compare with other people many I don't know. Three? Three or four...

T: If you had to say three or four, which one would you choose?

S: Three and a half.

T: Three or four, what would you say?

S: Three.

T: Three, o.k., thanks.

8.) T: Orson, what are you doing for your individual project at American Village?

S: Something about A.I.D.S.

T: And can you tell me a little bit about that?

S: About A.I.D.S.?

T: I mean yeah, your project.

S: My project I got a lot of paper information and I've got everything on the poster. I've read everything to understand what is A.I.D.S. and if you ask me questions I can answer and I write a little and that's all.

9.) T: And is your topic something that you were interested in before you came to American Village, or is it something that you became interested in after you came here?

S: I think...before. Because in sports before I don't like really softball and baseball. Now I think it's fun, I can play a lot.

T: Oh, I'm sorry, I did not explain very well. Your project, your A.I.D.S. project, were you interested in this topic before you came...

S: Yeah, before, because it's a world problem, and everybody is near to that problem, there's a lot of case and, but now I know much than before.

T: O.K., but you were interested before you came here, as your topic.

S: Yeah.

10.) T: Orson, when have you felt the most successful with your English, with using English at American Village?

S: To communicate without thinking in French, I think it's the most successful, yeah. I can't speak without think before in French, and communicate that's all.

T: Can you think of a special time when you felt very successful here? When you felt really good about your English?

S: About, yeah, at the beginning of the vacation I talk a lot with, instead of a lot of people, instead of all the people, and I must grateful to do that because if I was shy in English I was shy of my English and of myself. And in American Village I felt strong and I could try.

T: So was there a special time like for example, Yellowstone, a debate, or a special class or evening program where you felt really good?

S: In language group, when you talk, for example, about England people, and native American, you have to, to, ask questions another tribe, and after you have to talk about this tribe, and I did it without notes.

T: So that's when you felt very successful.

S: Yeah.

T: O.K., that's good, that's a great experience.

11.) T: Orson, when have you felt the most motivated to use English at American Village?

S: I think it in language group.

T: In language group?

S: Yeah.

T: Did you feel motivated to use English in other activities, for example, rafting, rodeo, horseback riding...?

S: For rafting we didn't speak a lot for rafting, just left, right, right side...

T: Look out...

S: Look out, and anything, but, when you raft you take the (motions)...

T: The oar?

S: Yeah, that's all. No, maybe... Horse riding, a little. But not in sports. Just language group and talk at your table when you have lunch or dinner.

T: O.K., good.

12.) T: Orson, do you think your English has improved since you came to American Village?

S: Progress?

T: Yes.

S: Yes, a lot. A lot I think. I speak easier than before.

T: Easier to speak?

S: Yeah, without thinking about what I am going to say.

T: It's more automatic?

S: Yeah, automatic. Not a lot of vocabulary, I think. Vocabulary, but of course not a lot.

T: So you feel like you're thinking more in English?

S: Yes.

13.) T: Do you have any other comments about your English or about your experiences at American Village?

S: Comments?

T: Yeah.

S: No, never.

T: No, do you have anything more to say about your English, learning English here, about your experiences here at American Village?

S: I would like to begin again, yeah, I think it's fun and you learn a lot of things and a lot of experience. I think it's nice to talk with other people and with French in English. When you think about this you think it can be funny, but now you can speak with a friend, like Vinny or Roy in English and it's normal. You are in U.S.A., you have to speak English and so you speak English.

T: Do you have anything else to say?

S: Thank you for your tie-dye.

T: You're welcome.

S: No, it was fun to write something to you, that's all. And I'm happy to help you for your work and everything.

T: Thank you. I'm happy, too.

AMERICAN VILLAGE EXIT QUESTIONNAIRE [201]
Big Sky, Montana

AMERICAN NAME: ORSON HERMAN DATE: 20/08/92

REAL NAME: ___ _____

1.) How would you describe your English ablity in:

a.) SPEAKING 1 2 (3) 4 5
Beg. Int. Adv.

b.) LISTENING COMPREHENSION
1 2 (3) 4 5
Beg. Int. Adv.

c.) READING 1 2 (3) 4 5
Beg. Int. Adv.

d.) WRITING 1 2 (3) 4 5
Beg. Int. Adv.

e.) ABILITY TO COMMUNICATE/INTERACT IN THE U.S.
1 2 3 (4) 5
Beg. Int. Adv.

2.) In which skill area do you think that you improved the most during your stay at Big Sky?

a.) SPEAKING c.) READING
b.) COMPREHENSION d.) WRITING
(e.) ABILITY TO COMMUNICATE/INTERACT IN THE U.S.

3.) Please circle any of the following activities that you tried or participated in at American Village.

Also, please star (*) if you did this activity for the first time while you were at American Village.

---swimming
---white-water rafting
---nature walks
---bicycling
---music/singing
---visiting a rodeo
---mountain climbing
---fishing
---wilderness camping
---volleyball
---drama/performing a skit
---exploring Native American culture

(CONTINUED...)

---plays/theater

~~---baseball/softball~~

---rock-climbing

---dancing

---learning about the environment

---crafts

---American football

---cooking American foods

---tennis

---learning about aspects of U.S. culture

4.) Circle as many statements that describe or apply to your stay at American Village.

a.) I liked trying out new things and activities at American Village.

b.) When I had a choice, I prefered to do something familiar than to try out a new thing or activity at American Village.

c.) I tried out new things or activities at American Village only if I felt that I could be successful at them.

d.) I tried out new things or activities at American Village only if I felt interested in them.

COMPLETE THE REST OF THE SENTENCES IN THE SENTENCES BELOW

5.) I really felt successful in English at American Village when I can communicate with American people and when I can speak in english without thinking in French.

6.) I was the most motivated to learn/use English at American Village when we talk about American culture.

7.) The most enjoyable new activity that I participated in at American Village was the rafting and visiting the Yellowstone.

8.) The least enjoyable new activity that I participated in at American Village was cooking.

I like trying out new things and activities, but if I was interested in it. I think you should try something you don't know to ~~~~ talk about everything, to give your thinking, to feel new sensation. But in the same time I believe you don't have to try everything because if you don't interested in something you're going to be negative and to say bad things about what you tried. It's good to ~~~ say your thinking but if at the beginning you don't wish to try something you ~~ can't give your jugment

Orson, what did you think about trying out the group games today? For example, making a "knot" in your group and trying to untie it, or the other activities in which you carried and caught people? Were you interested in these exercises, even though some people in your group were negative about trying them? Also, was it important to you that you were not told what the purposes of the activities were?

Please write back and try to answer these questions by Saturday. Also, I'd like you to describe what you think about the new activities that you try / have tried this week. For example, the rodeo, underwater

rafting, seeing new things at Yellowstone, new games, new activities! Think about the activities that you're doing, and the English that you're using.)

I don't care about what think people. I was interested in these exercices even though some people in my group didn't like these activities. I believe you have to keep your thinking and to express yourself. These activites were very fun for me because they were news.

Now, I'm going to talk about new activites I've seen or I've done this week:

- the rodeo: It was very fun too But also I felt it was too long. I liked a lot the bulls and the horses. ~~The~~ Girls were frightened because ~~that~~ they thought that it hurt the animal, and it's true when you see the little cow catch by the cowboy you can think the cow hurt even thought you know that it's nothing It's nice to have seen ~~Hack~~ a rodeo in your life, that is something to know.
- rafting: I have already done "canoe kayak" and "hydrospeed", so I've known before something

about rapids. I think it was fun, and the last mile and a half with a lot of rapids was the better part. It's too bad that you can't go more swift, but I've liked a lot rafting.

- riding horses were like cows. For me it was new so it was an interesting experience, but I understand that people like Ray who has ridden for eight years it could be boring.

I haven't gone to the Yellowstone yet, but I hope it will be very nice and I will keep a very ~~good~~ remember.

I would like to say you thanks a lot for your gifts, and Merry Christmas.

Orsion you're welcome! I hope that you have a good time tie-dying your shirt on Wednesday. Thank you for your comments on the activities that you have experienced and the English that you are learning and using at American Village.

I would like to hear about your experiences and the English that you used on your trip to Yellowstone. If you can write back to me before dinner on Thursday, that would be great! Thanks again,

Hobe

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Sorry, if I haven't written something for you but
I was so tired.
I hope we meet us again.

Thanks a lot

Susan
Herman

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